

School and Community

Vol. XVI

JUNE, 1930.

No. 6

Our "Neighbors"

"**W**HO is my neighbor?" is a question that has harassed the hearts of men from time immemorial.

THE Great Teacher answered the question in universal terms and so simply that the definition is easily comprehended and readily applicable to all situations. Such are the answers given by truly great teachers.

MISSOURI has her good Samaritans. The Survey Commission in this role has traveled the Jericho roads of Missouri. They have found there the people who have fallen among the thieves of avarice, carelessness, political laziness and opportunism. They have seen thousands of the state's wards—the insane, the hardened criminal, the delinquent boy, the unfortunate girl, the mentally defective, the deaf, the blind—illegally kept, poorly cared for, needing the ministrations of a neighborly citizenry. They have found tens of thousands of boys and girls being handicapped by the negligence of a state that should be offering to them better educational facilities. They have found all the state educational institutions

maimed and crippled, unable to go freely about the work for which they were created for the lack of a neighborly interest on the part of the state. And, perhaps worst of all, they have found owners of property wrecked by the continuation of a system of taxation that is entirely obsolete and that places upon the shoulders of the owners a share of the tax burden five times greater than their strength justifies, while it leaves others to go practically free from any tax load.

THE GOVERNOR'S Survey Commission has recommended the method by which Missouri may be the neighbor to those who have fallen among thieves.

DO WE HAVE the neighborly heart that will rise to our opportunity?

WILL WE join with those who say it can't be done, who grumble that the plan is *too* idealistic (God save the man so small as to make that excuse) with those who are afraid of going too far toward justice, with those who see that the program will make them pay more, and more justly for what they are getting?



SCHOOL AND COMMUNITY

Official Organ of the Missouri State Teachers' Association

THOS. J. WALKER, Editor

E. M. CARTER, Bus. Mgr.

Vol. XVI

JUNE, 1930.

No. 6

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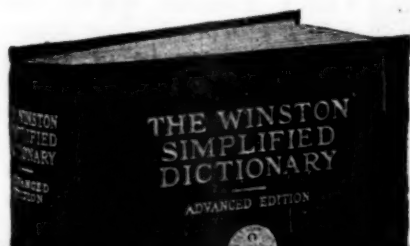
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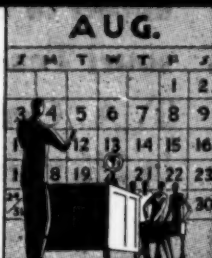
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EDITORIALS



THE PUBLIC AND THE SURVEY REPORT

A MEETING called at Jefferson City by the Missouri Press Association on May 10th was attended by about two hundred persons who listened to presentations of the findings of the Missouri State Survey Commission from five of its seven members and to an address by Governor Henry S. Caulfield.

While the purpose of the conference was merely to encourage the putting of the facts revealed by the Survey and the recommendations of the Commission before the public, most of the expressions were heartily commendatory of the plan and none was opposed to it.

Resolutions were adopted favoring the giving of wide and continued publicity to the facts and recommendations of the Commission to the end that intelligent public opinion be formed and reflected by the action of the next General Assembly.

Teachers can do much toward promoting this publicity and no more practical application of the practice of citizenship has ever presented itself to the teachers than is presented here. Pupils, particularly those of the upper grades and high school, can comprehend and will be interested in the larger implications of the Survey Report.

State institutions are **our** institutions. In a democracy, I, as a citizen, cannot rid myself of responsibility by simply blaming the legislators, or a governor—they are my legislators and

my governor, and my interest, my attitude, my opinion, help to form the public pressure which determines in a large measure the attitude of these individuals who have the task of acting for all the people. To take a "don't-care," "it's-none-of-my-affair" attitude is not to discharge responsibility and is certainly not the action of a good citizen.

If governors are so afraid of going too far, and if legislators are loathe to act on the recommendations of the Survey Commission, it is chiefly because they fear the people will not approve their actions, or because they think that the favor of a active and financially powerful minority is more to be desired than the faint approval of an inert majority.

When the people forcefully express themselves as favoring the taking care of our wards, when the people say with emphasis that they want property tax reduced to more nearly property's proportion of the burden, then we may rest assured that our legislators will respond to these expressions.

The press conference is to be commended for its attitude and its readiness to give broad publicity to the facts and recommendations of the Survey report. We feel that we have a right, as the facts become known, to expect aggressive and militant approval of the program on the part of the press. The teachers will not be remiss in their obligations to inform themselves and the public as opportunity is found.

WHAT PRICE CURRICULUM-MAKING?

Reprinted from *School and Society*, Vol. XXXI, No. 794, March 15, 1930.

THE LAST DECADE has witnessed what might well be termed an "epidemic" of curriculum-making. The high priests of the curriculum who have persistently stimulated this activity have unquestionably envisaged laudable outcomes from it. The intent, as I understand it, has been to get new materials of instruction developed and disseminated, to inject into the content of instruction more subject-matter of real significance to the learner, to vitalize classroom procedure and to render superintendent, supervisor, principal and teacher more keenly appreciative of the aims and methods of the schools by making them active participants in the shaping of these aims and methods. This intent is admittedly laudable, but what has actually happened is, in the judgment of some observers, not entirely laudable. Two illustrations will show what I have in mind.

The first is drawn from Blanko—a well-known city of some 50,000 population. The superintendent has kept his eyes open and has seen that his professional reputation is likely to suffer unless he keeps up with his brother superintendents and gets something done, especially gets something in print to show as his contribution to the curriculum game. Half a dozen of his teachers return from a summer school saturated with the new idea—make your own courses of study. He must capitalize this situation, and he does so by appointing a committee to revise the elementary-school curriculum of the city of Blanko, with subcommittees for each subject. The subcommittee on arithmetic—that wasn't the subject mentioned, but it will do for this illustration—having been given time off from its regular duties to prepare its report, finds to the dismay of its members that it is not so easy after all to outline a new arithmetic program, and—this is the nub of the matter—the committee perceives clearly that, unless it produces a new program, differing from the present one at Blanko, and likewise differing in some manner from any other standard course of study in arithmetic now in print, there will be no excuse for having a com-

mittee and no report to make. What to do?—What this particular subcommittee did was to appeal to a book agent to get Em and En, the authors of a well-known set of arithmetics, to outline a program based on their books. This program was then skilfully paraphrased and submitted by the subcommittee on arithmetic with the added declaration that they had found the Em and En books—so surprising!—best suited to the new Blanko program. Here, because Em and En, the authors of the arithmetics, are really experts, the outcome is not especially disastrous; it is merely amusing.

The second illustration pertains to a new syllabus. To avoid identifying its contents and its compilers, let us pretend that this syllabus dealt with spelling, and that it was produced by a group of principals appointed by the board of education of Imperia. What was actually said in the syllabus about another subject can be translated into spelling and paraphrased, without misrepresenting the facts substantially, thus: "We, the committee appointed by the Imperia Board of Education, herewith submit a new content for spelling. We offer a new list of words. We are not satisfied with this list nor with the way in which we have placed the words in it by grades. We expect during the next two years to make some experiments and then we can offer a better list, with the words better placed by grades. Meantime teachers should use their own judgment about the list offered." This sort of course-of-study making certainly has the merit of cautiousness; but what is the effect of it in practice? Every classroom teacher in Imperia, fearful of criticism from above, feels bound to use the new syllabus as it stands; it would be lese-majesty to change a word of it. But there is no speller that meets the teachers' needs; of the half-dozen truly excellent texts in spelling, all produced by experts who have devoted years to the problems of spelling, not a single one uses a word list like the new Imperia syllabus. Again, what to do? Shall the text-book publisher let his brothers reap the potential harvest

of sales or shall he work his presses night and day to get out a new speller for Imperia where several thousand books can be sold? If he does, can he possibly get any reputable expert in spelling to put his name to such a speller as the admittedly defective new Imperia syllabus proposes? Will the sales run for just two years or perhaps even five or ten if the amateur committee on spelling happens to get tired of reconstructing its first-born child?

Each of these illustrations has been taken from what progressive pedagogy calls a "life-situation"—the more's the pity. You may think they are extreme instances.

Perhaps they are, but they do not alter my own conviction—and I find I am not alone in it—that too much of present-day curriculum-making is amateurish, trifling and a sheer waste of time—nay, worse than that, an injection of pernicious confusion into what should be orderly progress. The let-every-body-pitch-in-and-help method is ludicrous when applied to curriculum-building. It is too much like inviting a group of practical electricians to redesign a modern power plant.

GUY M. WHIPPLE

Danvers, Massachusetts

THE LITTLE MEN

By Mary Twitchel Jones.

I passed along a trodden path, once when the year was young,
And fringing it with grassy blades, spring's bannerets were flung;
It was air of early morning and the land as it might be
An emerald velvet headland set beside a sapphire sea;

When suddenly I saw a mass of royal color bold
And all about were glowing disks of dandelion gold,
But even as I gazed they seemed to lose their royal color gay
And don old age's symbol badge—a poll of hoary gray.

I know not if I were awake or was I dreaming then
But down beneath those fleecy heads, I saw the little men.
They would set their shining chisels sharp and swing their hammers all
And did I hear a clinking chime, at each small hammer's fall?

A myriad pairs of eager eyes, translucent, sard-like brown
Were all alike turned upward as I stood there peering down;
Wee caps, like batwing leather, small jerkins, batwing too,
Clothed the countless pigmy beings as in the morning dew.

They loosed the silken anchors of the dandelion seeds
To aid all-mother nature in her re-creating needs;
Counted not the cost of effort as they labored toward the goal
Of reward for faithful service, to obtain a human soul;

With not fear of mortal sorrow and no terror of its strife
But an all-consuming passion for the prize of human life;
As a guerdon all-surmounting, to at last be born again,
Be made fully, wholly human, lead the lives of real men.

The pathos and the yearning of those softly shining eyes,
As worshipful, uplifted to man's region, as their skies!
Lifted toward the upper earthland, as to them an heavenly dome
They might at last inhabit, where the soul should have a home.

Were I sailing distant waters, should I traverse foreign lands,
I could not forget those faces nor the busy, elfin hands,
And ever, I shall never walk by pathway, glade or glen
Where grow the dandelions but I'll see the little men.

PARENT-TEACHER ASSOCIATION DEPARTMENT

CITIZENSHIP

Mrs. P. H. Crane, State Chairman of
Citizenship.

THIS DEPARTMENT has developed in the program of the National Congress of Parents and Teachers because of the very real need, not only of *training* the younger generation in good habits of Citizenship, but also of *instilling* in them and arousing in the present generation of parents those ideals and that stern devotion to Country which characterized our forefathers.

It is a far cry from those days when Jefferson, Madison, Hamilton, Franklin and Washington struggled so valiantly to secure the blessings which we now enjoy to the jazz age of today.

Statesmanship has given way to politics, the American home does not have the hold on the growing youth it once had and our privileges and duties as American Citizens are often almost forgotten. It seemed that almost the only specific training the child got towards good Citizenship was in our Public Schools. This, of course, unless supplemented by real training in the home would fall far short of accomplishing what was desired and because the true aim of Parent-Teacher work is always to unite more closely the home and the school in the development of the child this department was formed.

I would never say it is the most important department of Parent-Teacher work, for of course, every chairman thinks, and should think, her work the most important, but I have come to feel that this department is the pinnacle of the work, the high point towards which we are all working. Why do we have a department of health? Because public health is one of the pillars in the foundation of "Good Citizenship." Why do we have the Fine Arts, Thrift, Physical Education Departments? Because, to round out the fully developed worthy citizen he must be well,

he must be thrifty, of time as well as money, he must be physically and mentally developed and he must have an appreciation of the finer things of life.

That is why I say that the ultimate goal of all our work is Good Citizenship.

There is no clearer evidence of the advanced methods in education in the last fifty years than is shown in the new methods of government in our schools. They are striving more and more through student councils and other organizations to teach our boys and girls self government, to build up in the individual pupil habits of honor, self control and loyalty.

How true it is that, the thing we really teach finally becomes a part of our personality. Theories, of course, we must have, but *doing* is the final test of teaching. If the parent wishes his child to become a worthy citizen he must see to it that the child is a worthy citizen now and that he practices the qualities of honesty, fair dealing, consideration for the rights of others, unselfishness, cooperation and industry. This, then is the realization we want to bring to every parent, that the school is not the place where the child should get his first training in these qualities, but they should be taught in the home from the moment the child is able to understand. Many kindergarten teachers and even teachers of the upper grades must take time from the group to train the individual in knowledge of how to get along with others because he did not learn it at home.

This then is our aim, that the parent shall begin the training for Citizenship with the first teaching the child receives, that he shall take great care to give the child the best example to guide him, remembering that, whatever theory he gives the child will accomplish little unless he can see in the parent a practical demonstration of what he teaches.

There are too many instances like the father who heard his young son, four years old, use a word not used in polite society and correcting him said, "Joseph, laddie, you must not talk like that. Dad's little man must never say that again." "Oh, its all right daddy", said Joseph, "I heard you say it to the coal man yesterday."

The growth of the American nation will be whatever the ideals of the American home make it. If children of today grow up in homes where honesty, fair dealing, respect and reverence for law are unknown quantities we cannot expect them to suddenly develop these qualities when grown. This country was founded on, first, a passion for liberty; second, a reverence for law, and third, a sense of social justice, but it seems that we are in danger of letting the first so completely dominate us in our desire to do as we please that we have almost forgotten the meaning of the second and the third.

It seems to me it would be a fine thing if we would institute a custom such as the Athenians had, training the child that coming into Citizenship, that is at the age of twenty-one, was a great honor and celebrate at stated times with solemn service and the taking of the oath of Citizenship for all those who had come of age and who from now on would have the privilege of voting. We must be careful, however to keep the mind clear to differentiate between the duty of voting and helping to mold public opinion. The mere act of voting is not so important in itself. The ballot is important in so far as it expresses intelligent public opinion and when it merely indicates blind party allegiance or monetary interest we lose sight of its high ideal.

To sum up our programs, as expressed through the seven objectives of education, is as follows:

1. Sound health—Good Citizens keep good health.

2. Worthy home membership—Better homes and better parents that children may be better citizens.

3. Wise use of leisure—Good citizens will center recreational activities in the home and support higher standards of commercial amusements.

4. Vocational effectiveness—Good citizens will aid legislation designed to improve our schools.

5. Tools and technique of Learning—Good Citizens will vote intelligently that superintendents be wisely selected, teachers well qualified and paid and schools properly equipped.

6. Faithful Citizenship—Good citizens study, observe and support laws as fundamental necessities of democracy.

7. Ethical Character—Good citizens have upright characters and will foster spiritual training and character education among the children.

Finally, I would like to tell the teachers of the State of our two projects for the year. The first is a Poster Contest among the public school children of the State. Every child is eligible to send in a poster expressing his idea of good citizenship. These will be judged by a committee at the State Convention in Kansas City in October. There are two prizes, a set of Book of Knowledge to grade school pupils and a set of New World Book to High School pupils.

We hope all teachers will try to interest their pupils in this Contest and further particulars may be obtained from the State Chairman of Citizenship. The other project is a Citizenship week beginning September 14 and especially featuring Constitution Day, September 17. We want every school, every civic organization and every Parent-Teacher Association to put on some sort of program that week so that every one in this State will for a short time turn his thoughts to what it means to be a good Citizen.

A TEACHER'S PRAYER

This tiny twisted piece of kelp,
A shark's nest, did you say?
Ha! Monster! You'll n'er eat man now,
Since on the beach this lay.

In the pathless sea of life
Could we but more and more
Discern the tiny shark's egg
And cast it on the shore!
—Paula Wilhelmi.

THE COLUMBUS CONVENTION, 1930.

By Belmont Farley, Assistant Director Division of Publications, N. E. A.

The 68th annual convention of the National Education Association will be held in Columbus, Ohio, Saturday, June 28 to Friday, July 4, 1930. The geographical location of the convention city offers the possibility of a record attendance.

Convention arrangements in Columbus are ideal. Hotel service is excellent because many conventions are held in Columbus and hotel managers have learned to handle large numbers of guests with convenience and comfort. Sectional meeting places are conveniently located with reference to a modern auditorium large enough to meet the needs of the large membership. The auditorium is only three blocks from the two largest hotels.

The hospitality shown at the Atlanta meeting last summer has inspired the teachers of the State of Ohio to make plans for the heartiest welcome to the "Buckeye" state. The city of Columbus has been preparing for this meeting since last summer.

The president, Miss E. Ruth Pyrtle, principal of the Bancroft School in Lincoln, Nebraska, is making plans for the most successful summer meeting the Association has ever held. High spots in the Columbus meeting include a pageant which will be presented by college students in Ohio and will be built around the history of the Northwest Territory and Ohio. A special feature of the extra-session activities will be the second life membership dinner, which more than 500 life members are expected to attend. The Association will observe the Fourth of July with a flag drill by 10,000 children of the Columbus schools. Special music, vocal and instrumental, will be provided by the public schools of Columbus and other Ohio cities. Columbus entertainment

plans include a sight-seeing drive through the city, and a reception by Governor Myers Y. Cooper.

The theme of the convention is "Vital Values in Education." Emphasis will be placed upon the international point of view, the art of living, and creative living.

HOTEL ARRANGEMENTS.

The Housing Committee for the Columbus meeting of the National Education Association is prepared to give thorough service to members of the Association. Those who arrive in Columbus without hotel reservations will be well cared for, but it is very desirable that advance reservations be made.

Requests for hotel accommodations should be forwarded to Mr. George M. Troutman, Chamber of Commerce, 30 East Broad Street, Columbus, Ohio. State your requirements exactly; give the number of rooms required, names of persons for whom required, price per day that you wish to pay and the dates of arrival and departure. You will be advised promptly of the name and location of the hotel in which the assignment is made and the hour at which the room is available.

RAILROAD FARE.

Special convention railroad rates will be available. The reduced convention rate will be obtainable as usual by the use of the railroad certificate which will be supplied to members on request by Secretary J. W. Crabtree, 1201 Sixteenth Street, N. W., Washington, D. C. These convention rates, with the summer excursion rates, will provide economical railroad transportation costs. Columbus is well served by bus lines and is the center of a net-work of through highways which invite travel by automobiles.

The Secret of Our Progress

"The secret of the unrivaled progress of the United States—the secret of the swift forward movement in our time that puts all preceding social advancement to shame—is the training of the mass of the people.

Economic civilization moves forward only as the whole mass of activity becomes more efficient. Whatever you are, you fare better if all men about you are trained and you fare well in proportion to the number that are trained.

This, then, is the central thought of the whole matter. It pays an individual to be trained, and it not only pays a community, but it is absolutely necessary for a community that all the people be trained."—Walter Hines Page.

SCHOOL ATTENDANCE AND SOCIAL WORK.

By HAROLD J. MATTHEWS.

CURLEY ALLEN, 13, came walking listlessly along the board walk rattling a short stick against the pickets. He was not in a hurry and did not seem to be bothered with a thing on earth. Even the school bell that suddenly rang out into the crisp spring air did not register with him at all. His clothes were ragged and hung loosely on him. His uncut and uncombed hair stuck through holes in his old felt hat.

As he came near the court house square he was suddenly brought back to earth by a loud voice.

"Hey there—you—!"

Curley stopped and looked up. He squinted his eyes and looked across the street. In front of a little cafe stood the policeman, who also acted as school attendance officer.

"You!—Come here," came the command.

"Me?"

"Yes, you."

With his heart beating fast and rapidly reviewing his recent past Curley walked across the street. In less than thirty minutes he stood gazing through the barred window of the county jail. Large tears ran down his dirty cheeks. Back of him in the corridor were some ten or twelve adult prisoners laughing and joking with each other. They soon began making remarks about the new prisoner who had not the courage to look around and dared weep.

This was Curley's first experience with an officer and it came so suddenly that it frightened him. It was truly a bolt from a clear sky. Curley was not given to weeping and he was too used to hardships, bad language and dirty jokes for the jail and its experienced prisoners to bother him. He soon dried his tears and joined the group to laugh at their stories and tell a few of his own.

Two months before, Curley dropped out of school because he did not have sufficient clothes and could not buy the books he had been told to get. His father and mother both worked in a shoe factory, leaving at their little house, down by the railroad tracks, five children to shift for themselves until late in the afternoon. Their tired

and harassed mother would then come drooping in, give them some supper, spank them and put them to bed.

Curley would escape them early in the morning and remain away all day, wandering up and down streets and alleys and doing anything his idle hands found interesting. One day he drifted into a vacant house and had a great time exploring the place. He found an old chair in the basement which he took over to the second hand store and sold for thirty cents. It was the first money he had had in months. The weeks went by and no one ever approached him about being in school. He had forgotten about the chair until the policeman reminded him of it.

It seemed that the vacant house belonged to a wealthy woman in town who considered the chair an "antique." When she saw her valuable piece of furniture in front of the store she soon traced down the "thief" and swore out a warrant against him. Here he was in jail. He was ready to gain a new experience. An experience which he could never live down. An experience which would not in the least solve the problems centered around his poor home: his working and nervous mother, his underpaid father, his undernourished brothers and sisters, his lack of clothes and books, his idleness.....

This little incident is true of too many of our efforts at solving the problems of underprivileged children, of children who do not remain in school regularly, and who do no good in school when they go. Too many of our communities look upon school attendance problems in a very superficial way. We still use the "star and constable" method. We arrest children. We send distracted parents harsh notes, threatening them if they do not keep their children in school. We know that it is the condition of the home back of all these problems; sometimes a physical or mental condition of the child. In other words the enforcing of a school attendance law is "family social work," and the person who has charge of such work will be successful only to the extent that he works with the family of the child, removing the causes of the trouble: family disorganization, poverty, unemployment, indifference, mother in in-

dustry, desertion, etc. Lack of clothes is just a symptom.

A good compulsory education law is helpful but after all the real job of keeping children in school is in the homes—to give the children a chance at normal home life. To fine an unemployed father for not keeping his children in school is usually folly; it enlarges our problem. To arrest an already frightened and discouraged child for not going to school is absurd. But to be a friend, analyze the problems, afford guidance in working out a solution, is real service and gets good results.

MARY J. BRADY MEMORIAL DEDICATION.

On the afternoon of May seventeenth a very beautiful and appropriate service was held by the teachers of St. Louis dedicating the Memorial Mantel to Mary J. Brady which had been erected in the State Teachers Association building at Columbia. The program, which is reproduced on the opposite page, was arranged by the St. Louis District Association of which Mr. F. M. Underwood is President and of which Miss Jennie Wahlert is Secretary.

About one hundred teachers and friends of Miss Brady assembled in the large room of the building facing the Memorial Mantel. Music was furnished by the University String Quartet and this was highly complimented by the St. Louis teachers for its quality and appropriateness. Addresses were given according to the program by Mrs. Fannie Lachmund, Professor of Educational Philosophy, Harris Teachers College; Miss L. R. Ernst and Supt. Henry J. Gerling.

Supt. Gerling spoke eloquently of Miss Brady's qualities which made her a great teacher, using them as typical qualities of the good teacher in general. Speaking extemporaneously, he was unable to furnish the SCHOOL AND COMMUNITY with a copy of his address. We are fortunate in being able to publish below the addresses of Mrs. Lachmund and Miss Ernst.

The St. Louis teachers, in honoring the memory of one of their great teachers, have honored themselves and have set a worthy example to the profession. We do not, as a rule, make enough of the lives and examples of our great teachers. St. Louis teachers have done that which

It may not be practical for the average county in Missouri to employ a full-time, trained and capable "truant officer," but it is not impossible to employ a county welfare superintendent, who would be the school attendance officer, the probation officer, do general family case work, and aid the county court in the matters of poor relief. Such arrangement organizes the social work of the county, saves money, and gives the county the satisfaction of knowing that the work is being well done. It is good business.

MARY J. BRADY

By Mrs. Fannie Lachmund.

WHAT COMES TO US as we read the name of Mary J. Brady on this memorial tablet? First of all, a sense of genial warmth, of sympathy, of wholeness, soundness of personality, a sense of humor, and a vigor and high courage that radiated strength and joy to those with whom she came in contact.

As a teacher she showed a wonderful alertness and penetration of insight, a readiness to grasp, and to grasp intelligently, a new point of view. She was singularly free from pedagogical dogmatism. "A dogma is a past generalization divorced from the correcting influence of later experience." Miss Brady was always ready to revise her generalizations in the light of later experience. There was no veil of prejudice between her and a given situation. She faced it freely and resolutely.

These qualities put her in the forefront of progress when once the St. Louis school system was shaken out of its self-complacency. Indeed she helped shake it out of its complacency; only "shake" is hardly the right figure with which to characterize Miss Brady's method; it suggests violence. It is more nearly correct to say that by the strength and the warmth of her conviction and by her genial humor she set people free from the bondage of their complacency.



Memorial Dedication Exercises

May Seventeenth, 1930
COLUMBIA, MO.

Larghetto *Handel-Pochon*

First Violin—Rogers Whitmore

Second Violin—Elizabeth Sours

Viola—Samuel Luttrell

Cello—Elizabeth Chevalier

How the Memorial Came to Be—Mrs. Fannie Lachmund,
Harris Teachers College, St. Louis, Mo.

Impressions of Miss Brady—Henry J. Gerling, Superintendent
of Schools, St. Louis, Mo.

Solo—Mrs. Leila Cole Hunton.

Verses—Marked by Miss Brady during the passing years—
L. R. Ernst, St. Louis Public Schools.

Dunka, from Quintet, Opus 81 (for Piano and Strings) . *Dvorak*
University String Quartet, with the assistance of Leslie Jolliff,
Pianist.

There are teachers who, outside the schoolroom would rather not be known as teachers and least of all as primary teachers. As psychological insight has grown, we are coming more and more to realize that teachers, and pre-eminently primary teachers, not Caesars and Napoleons, are the real makers of history, for it is the primary teacher next after the parents that determines the basic emotional traits out of which arise our ambitions and our strivings, our scale of values, and consequently our modes of thought. Out of these preferences and dislikes, out of what the people feel and think arise our institutions; out of our hearts and our minds, as these have been molded in early years, are the issues of life, not only of the individual life but of the life of the people as a whole—the events of history. It is not first Caesar and Napoleon that make history; it is first the way the people feel and think that make it possible, or impossible, for a Caesar or a Napoleon to arise. The set for this thinking is given by the earliest guides of the child. Children who came under Miss Brady's tuition cannot but meet the world in a kindlier, more genial frame of mind, cannot but take a fairer view of a common interest than they otherwise would. To every such teacher the community as a whole is indebted.

We speak of her as a teacher but we think of her first and foremost as a friend. Emerson suggests the question, "What is success?" and he answers it, "Success is success in the ethics of friendship." This supreme success our friend has achieved. Indeed, she could not have been the teacher she was had she not been the friend that she was. And so she has achieved that kind of immortality that George Eliot longed for, she lives in other lives made worthier, nobler by contact with her. We have assembled here today to honor Mary J. Brady. Shall we not recall what Lincoln said at Gettysburg? Can we really add to the honor that she has achieved in the high-hearted fulfillment of her every day duties? And is not this an occasion on which, in remembering her, we shall rather dedicate ourselves anew, in perfect devotion and in all humility, to the very high calling of teacher and friend?

MISS BRADY LIVED HER PHILOSOPHY

Verses marked by Miss Mary Jane Brady through the years were read and commented upon by Miss L. R. Ernst as follows:

The desire that there be included in today's program some thoughts of her own phrasing could not be met, for Miss Brady wrote but little. She lived her philosophy; she did not phrase it. But is it not true that those of us who are inexpressive, and who must therefore speak through the words of others, are not merely borrowers? When one pleads to heaven in the words of some age-old prayer of the Jew; when one speaks an Ave Maria; when from the depths of a soul an "Our Father" is uttered, are these prayers not made our very own by our utterance of them as they serve our inexpressive need?

So with the poetry of our choice. It seemed that verses of Miss Brady's choice through the years, marked by her as telling for her what she herself could not phrase, might well be her message to this little group who are here because they wish to honor her and her memory.

The first is a wish that as a woman, approaching three score and ten, she took as her own wish, and gave it to her friends as expressing herself truly and simply.

Those that follow are from her volume of Robert Browning dated 1895. It is marked here and there, but not frequently. These few verses are definitely marked as having significance to the woman in her thirties, and through the years to her death. They speak for her with intimate insight, as her friends may know.

A Morning Wish

The sun is just rising on the morning of another day, the first day of the New Year. What can I wish that this day, this year, may bring to me? Nothing that shall make the world or others poorer, nothing at the expense of other men; but just those few things which in their coming do not stop with me, but touch me rather, as they pass and gather strength.

A few friends who understand me, and yet remain my friends.

A work to do which has real value, without which the world would feel the poorer.

A return for such work small enough not to tax unduly anyone who pays.

A mind unafraid to travel, even though the trail be not blazed.

An understanding heart.

A sight of the eternal hills, and the un-resting sea, and of something beautiful the hand of man has made.

A sense of humor and the power to laugh.

A little leisure with nothing to do.

A few moments of quiet, silent meditation.

The sense of the presence of God.

And the patience to wait for the coming of these things, with the wisdom to know them when they come.

Paracelsus

Let each task present

Its petty good to thee. Waste not thy gifts

In profitless waiting for the gods' descent,
But have some idol of thine own to dress
With their array. **Know**, not for knowing's sake,

But to become a star to men forever;

Know, for the gain it gets, the praise it brings,

The wonder it inspires, the love it breeds:
Look one step onward, and secure that step!

Paracelsus

I go to prove my soul!

I see my way as birds their trackless way.
I shall arrive! What time, what circuit first,

I ask not; but unless God send his hail
Or blinding fireballs, sleet or stifling snow,
In some time, his good time, I shall arrive:
He guides me and the bird. In his good time.

Paracelsus

Knowing ourselves, our world, our task so great,

Our time so brief, 'tis clear if we refuse
The means so limited, the tools so rude
To execute our purpose, life will fleet,
And we shall fade, and leave our task undone.

We will be wise in time: what though our work

Be fashioned in despite of their ill-service,
Be crippled every way? 'Twere little praise

Did full resources wait on our good will
At every turn. Let all be as it is.

Paracelsus

Be sure that God

Ne'er dooms to waste the strength he deigns impart!

Ask the geier-eagle why she stoops at once
Into the vast and unexplored abyss,
What full-grown power informs her from the first,

Why she not marvels, strenuously beating
The silent boundless regions of the sky!

Be sure they sleep not whom God needs!

Rabbi Ben Ezra

Not on the vulgar mass

Called "work" must sentence pass,

Things done, that took the eye and had the price;

O'er which, from level stand

The low world laid its hand,

Found straightway to its mind, could value in a trice:

But all, the world's coarse thumb

And finger failed to plumb,

So passed in making up the main account;

All instincts immature,

All purposes unsure,

That weighed not as his work, yet swelled the man's amount:

Thoughts hardly to be packed

Into a narrow act,

Fancies that broke through language and escaped;

All I could never be,

All, men ignored in me,

This, I was worth to God, whose wheel the pitcher shaped.

Paracelsus

If I stoop

Into a dark tremendous sea of cloud,

It is but for a time; I press God's lamp

Close to my breast; its splendor, soon or late

Will pierce the gloom: I shall emerge one day.

You understand me? I have said enough.

Saul

And hear her faint tongue

Joining in while it could to the witness,

"Let one more attest,

I have lived, seen God's hand through a lifetime, and all was for best."

Essential Principles Underlying the Construction of a Desirable Schedule

By DR. E. E. LEWIS, *Professor of School Administration, Ohio State University, at Department of Superintendence, Atlantic City, February 25, 1930*

IN determining a salary schedule, most administrators are usually influenced by the "law of the situation," that is, they prefer to settle the question of salary not by the application of principles, but by the exigencies of the situation.

This is the result of the influence of politics upon the payment of public employees.

Dr. Lewis traced the history of public service in the United States from the ideal objectivism of George Washington, who said that "personal desires must not influence public policy," through the unsavory "spoils system," when the "public service became the payroll of the dominant party," to the slow evolution of the civil service idea.

Public administration has influenced educational administration and today the principal remnants of the "spoils system" are to be found in the management of educational affairs particularly in the "hiring and firing of teachers."

A more enlightened public opinion is developing less of the "spoils system," but since other public employees are protected by civil service, educators need similar protection. Dr. Lewis analyzed "civil service" as an attempt to provide:

1. Merit as a basis of selection.
2. Probationary period of service.
3. Idea of tenure after a period of probation.
4. No obligation to contribute funds for political purposes.
5. The setting up of a Salary Schedule.
6. Provision for old age.

All six of these policies of civil service are developing in education.

There are three elements to be considered in education:—The children, the public, and the teachers. The interests of these three elements are inseparable. To safeguard children we must protect them from an improper type of teacher. Dr. Lewis defined an "amateur" teacher as one who is in the profession only temporarily, and stated that the profession should combine

to drive amateur teachers and administrators out of the profession of teaching as the profession of medicine has combined to drive out the "quack."

To accomplish this end, minimum qualifications should be raised. He cited Cincinnati, where they require four years of college plus one year's experience as the minimum requirement for elementary school teachers. Present day schedules, he said, should be planned with this principle in mind. Professionalization should be the principle of promotion as a protection against the use of the law of supply and demand.

As a safeguard against the stagnation of the profession, Dr. Lewis recommended that salary schedules should induce or even compel professional advancement. "Morale" is the greatest thing in the system and the administrator must be big enough to inspire teachers through "co-active co-operation," rather than coercion.

The new theory of economics: increase wages in order to increase consumption; in order to increase production and thereby to increase wages, forms a circle which is by no means "vicious."

The salary schedule should be such as to open a career to elementary and high school teachers. They should not have to shift from a position to which they are suited in order to obtain a proper salary.

The differential salary, Dr. Lewis claimed, is a "hang-over" from the days when the lower grades took the amateur, untrained teachers, while higher qualifications were demanded from the teachers in the high school.

This difference in training was responsible for the establishment of aristocracy in the school system.

Educators of today realize that it takes as great skill though of a different type, to teach in the grades as in the high school; that the work in all levels of the school system is approximately equal in demands.

Another principle that should be recog-

nized in formulating salary schedules is that of graduation of pay for experience. If a teacher "stays in training," he becomes more valuable the longer he stays in a position. A beginner should be paid a living wage, but a "master" teacher should be paid from three to five times as much as a beginner.

Single Salary Schedule

The basic idea of the Single Salary Schedule is that *years are of equal importance in the development of childhood*. Hence teachers for children of different ages require like amounts of training if not the same kind. In fact, the training of young children is considered by some more important than the teaching of older children. *No schedule, however, should deprive any field of its finest teachers.* "Every grade should retain its specialists."

Summary of Principles

1. The interests of the children, the public, and the teachers are mutually inclusive. Means and ends cannot be separated.
2. The salary schedule must hold the spoils system in abeyance; it must protect against the law of supply and demand.
3. There must be a ratio to standards of living.

4. The position should be paid and not the individual.
5. School years and subjects are of equal importance in the training of children.
6. Additional training of teachers should be compensated to prevent stagnation of the profession.
7. There should be a long range between the salary of a beginner and of a "master" teacher.
8. The minimum should not be too high, as it attracts amateurs.
9. The maximum should not be reached too soon, as it assumes that a teacher stops improving after ten years.
10. The practices of colleges and universities should be imitated rather than political models.
11. Sex distinctions should be eliminated. Salary schedules should offer an opportunity for a career to women as well as to men.
12. A merit plan is all right theoretically, but experts tell us there is no technique for measuring the products of teaching.

—Reported by Ethel M. Gardner,
in the Nat'l League of Teachers'
Associations Bulletin.

THE PRESS, THE SCHOOLS BEST FRIEND.

R. G. Reynolds, Teachers College, Columbia, University.

THERE IS only one way to get better public schools in the United States and that is to create within the people of the United States a desire for better schools. In a Democracy, the schools of a community should be what the people want them to be. If you get the people to want better schools, they will come.

Wherever you find an excellent Public School System, there you will find the man who has taken the public into his confidence; who has so interpreted what the schools are doing, that the public understands what it is all about and is willing to put money into it.

The best friend that the public schools can have in any community is the Daily

Press—it also can be their best enemy. Just as soon as Superintendents of Schools and school men in general will cease being suspicious of the daily newspaper, and will recognize it as a great educational institution and take it into their confidence; just as soon as newspaper men will begin to recognize that education is not only the biggest industry of their city but also that it is full of the human stuff which is grist to the newspaper mill; when these two things come to pass, and the school and the press join forces for the good of the children of America, they will have taken a long step forward in the development of the great American Public School System.

THE WHY OF MODERNISM*

By Architect William B. Ittner—St. Louis, Mo.

EVERY AGE HAS had its modernism. It shot toward heaven in Giotto's

Tower and did violence to the Roman arch when it developed the Gothic point. Our 20th Century departure from accepted standards in art and architecture is not more radical than these. Being familiar with a campanile, a cathedral facade with its repetition of Gothic arches, the regulation office building, century-old standards in furniture design and decoration, it is not unusual that we should have our doubts about present-day new building forms and decoration with the apparent discard of precedent and the bold and startling effects.

False and True Modernism.

At the outset, let us distinguish between the *false* and the *true* modernism. The *false* whether in literature, music, art or architecture, is the so-called art that kicks over the traces, at least twice in every Century, runs wild for a little while and then usually settles down into the jog-trot of the old fogies it tried to escape. It is but the expression of youth and impatience and need not be taken seriously as far as art is concerned. The faker with his *false* modernism, aims at something new, startling, sensational, just to be different and to satisfy an itch for notoriety. *True* modernism has its feet firmly grounded on the rocks of precedent. Students of *true* modernism desire to be free of authority and tradition for the sake of working out a solution to a new problem, not in the light of centuries ago, but in the light of present-day needs, invention and discovery. With a substantial background and understanding of the art and architecture of the past, a genius can take a present-day art problem, and work it out in a new and original way. That is, the essence of *true* modernism.

The Old School.

Mid-victorianism had its advantages. We believed what we were told. The doctor prescribed and we took his medicine. The schools of art and architecture taught how a building *must* be designed and how a painting *must* be developed. *Must* was the big word and there was reverence for

precedent and antiquity. The student with native talent might challenge this *must* inwardly, he might boil with resentment, but he did as he was told. If he really had creative talent, however it came out later in life, after he had been sufficiently trained in the fundamentals to understand the basis for the new and thus create something both sound and original.

Art—A Reflection of its Age.

Art and Architecture always reflect their age. The permanent history of the Greeks is written in the grace, beauty and delicacy of their temples and sculpture. The Medieval and Renaissance civilizations are reflected in the great cathedrals, the sculpture, painting and craftsmanship. Their art and architecture remain as the wonder of the world. Theirs was an age of new religions, and a worship of Art in its various forms. Our age is one of big business, of invention and miraculous engineering; hence in architecture, we have the sky-scraper which is America's contribution to this age. The sky-scraper did not appear merely as a sensational novelty. It came as a natural expression of big business. A centralization of business activities on a small area proved an advantage.

The Recessed Building.

The builders of sky-scrappers were not without their troubles. Tall perpendicular buildings transformed city streets into dark canyons and shut out sunlight and air from the lower stories. Close upon the heels therefore of the early sky-scrappers came the recessed building, not merely as something different, but as the result of demands for light and air in the lower stories and on the street. The recessed building, therefore, is first a sky-scraper with set-backs every 4 or 5 stories as the building soars heavenward. This modern perpendicular architecture has become a challenge to architectural genius. Precedent does not apply any more than it does to the motion picture theater or garage, yet we find that the best work in the field of this modern architecture has been accomplished by those leaders

* Address given at University of Missouri on Fine Arts Day, March 28, 1930.

who were well grounded in the art and architecture of the past. These leaders may not be able to apply directly the lessons they learned in school. Problems and methods may be new but there are no new principles. The fact that they acquired techniques in the solution of the old problems, have enabled them to adapt this knowledge to new problems. As examples of some outstanding sky-scraper architecture, we might mention the *Chicago Tribune*, the *Terminal Tower of Cleveland*, *Union Trust Building*, Detroit, and the new *Crysler Building*, New York.

The Chrysler Building.

The 72-story Chrysler Building in New York, just being completed, is undoubtedly the tallest sky-scraper so far in America. It is located in the 42nd street region in the midst of a group of tall buildings. The real reason for the sky-scraper is accentuated here. It came as an outgrowth of greater business efficiency. The grouping of a large number of business people on a small area is a business asset. Therefore, we find high buildings repeating themselves in every city of any size. Business can be carried on in our commercial centers with greater speed, greater ease and with less traffic than it can in Paris or London where the height limit is 80 feet and that height seldom reached.

Invention and New Materials.

Aside from changed demands in buildings due to big business, invention and new materials have had their bearing on modern architecture. Science and invention have gone jumping ahead with new ideas and new processes that have simply astounded the building industry. Steel is only one of the many new building aids. There are synthetic materials with unlimited possibilities. Not all architects have responded to these new implements. Cramped by their training in the architecture of antiquity and with their whole sense of architecture based on masonry construction, no wonder they become somewhat nettled by materials that do not look like stone, brick or bronze, and will not lend themselves to the same treatment as regular building materials. The result of this failure on the part of architects to adapt these new materials into some new architectural design in a natural way, has resulted in cornices, pilasters, capitals and

all sorts of so-called ornaments, that had nothing to do with the structure. And they usually covered the new surfacing material such as concrete on the outside with something so that the building would look like the kind of building people were accustomed to. Even with the sky-scraper and the recessed building, the tendency has been to use materials in the old way. The advent of new building forms naturally calls for the use of new materials and treatments. Very little, so far, has been accomplished in America in the use of new materials.

Architect Harvey Wiley Corbett of New York, one of our true modernists, gives an important reason for our apparent delinquency in the use of new materials, aside from the conservatism of architects. He says on his first re-enforced concrete building in New York, he designed the structure along the lines expressive of the way a concrete factory structure ought to look, rather than to try to make it look like stone. He made his design on that basis, but his client wouldn't have it, because it looked like a building without a hat. He wanted ornamental cornice and bands so that it would look like what he was accustomed to, but in reality like something it was not. Both architects and clients will need to become open-minded if true modernism is to flourish.

I have always considered myself a brick architect, that is, my brick buildings with an adaptation of English Tudor are considered my best work. I remember in the early years of my professional practice, the public was keen on uniform color and size of brick. Bricks were selected for this purpose and darker or lighter bricks in a given consignment were discarded. I conceived the idea that a play of color in brick buildings were more natural, interesting, and far richer in effect, and my brick buildings were and still are planned on that basis. Time and weather have a far greater salutary effect on a variegated color and surface than on one smooth and uniform in color. In one sense, therefore, I suppose I could classify myself as a brick modernist years ago.

The Modern Movement in Europe.

The modern movement in Europe has taught architects a very important thing, viz., that buildings to be useful and beauti-

ful do not necessarily have to be designed in the forms that have been established through the centuries. It has taught them that it is possible to use the new materials in a modern, intelligent and scientific manner, to put them together logically, practically and beautifully without simulating something else. What the modern architect will have to do is to get away from the ox-cart and travel with science and invention in a sixty-horse power automobile. He must wake up to a full realization of the fact that the essential factor in modernism is to make things look like what they are, not try to make them look like something they are not. *True* modernism will result when the structure and the principle of design underlying the structure become the basis of the design. That is the only modernism that will ever be worthwhile and lasting. Concretely stated, it means that if the architect designs his re-enforced concrete building from the point of view of its structure, from the point of view of the use of concrete itself as a surfacing material, then he is actually creating something which is not only sound structurally but in which the building expresses itself architecturally. That combination of honest construction, simplicity and utility is and has always been the most essential factor in any good design.

In view of these facts, then, that we have new conditions to fulfill, new forms of business to house, new materials and methods with which to build them and unlimited heights to which we can go in most cities—all these factors combined are going to create a sound modern architecture which will be the outstanding characteristic thing of America and will go down in history as a period just as striking and significant as the Italian Renaissance or the Greek.

The Decorative Arts.

Being an architect, I am naturally more interested in modern buildings, than in other forms of modernism. But architecture is definitely related to all the arts. It furnishes the background for most of the decorative arts. The new architecture has expressed itself in new building forms, new materials, new methods and new accessories of all kinds. Sculpture, painting, interior decoration and even music have all been in the throes of fundamental changes

due to changed conditions in the lives of people. As in architecture, there is the *false* and the *true* modernism in all the arts. A thing that is different may not be good in any sense, but its very difference is counted as a virtue. This state of things gives the faker a tremendous advantage. It opens for him a short road to popularity and success. The true artist senses the fraud but may not be able to prove it.

One of the surface marks of the modernistic movement is color. Vivid reds and greens and yellows have lost their power to shock the sensitive eye. All the old laws of color harmony have gone into the discard, along with the timid painters who took refuge in pastel tones because they were afraid to venture with pure colors that might clash.

The Union Trust Building, Detroit, is an example of modernism in every detail, both interior and exterior and in the shapes and color of its furniture. This building is decked out in every color of the spectrum. If unabashed color is a high mark of modernism this building may qualify as America's outstanding example. Near the street level the designer has allowed himself the thrill of green, buff, cream, orange-red and blue. The main entrance is a marvel of richly colored tiles flanked by sculptural ornament that is Egyptian in feeling. The tower wears a majestic crown of gold. The effect is bizarre and startling. On the interior, modernistic forms enter into every detail of the decoration and furniture. The after-effect of a tour of this modernistic expression in steel, concrete, brick, granite, Mankato stone, tile, brass and gold is worth considering. *It makes all other bank and office buildings look drab and stupid.*

Some ardent advocates of modernism would have us believe that its distinguishing characteristic is *utility*. A chair, for instance, must be comfortable and strongly built. The unfamiliar shape is considered of secondary importance. Here again, are the soundly trained modernists, whose feet are firmly planted on the rock of precedent. The faker in decoration will distort the chains of precedent into a superficial appearance of originality. He will perhaps lay a sheet of tracing paper over a page of ornament copied from the Parthenon

or an Egyptian mummy case, then distort the drawing just enough to prevent the ignorant public from detecting the fraud. The best of our "queer" furniture is based on models from the Tyrol, the mountain districts of northern Italy and the peasant dwellings surrounding the Black Sea and the Baltic. The best of our modern design is derived from the Aztec, Mayan, Indian or African sources.

As in architecture, modernism in the decorative arts is the inevitable outgrowth of economic conditions, and again, as in architecture, there may be new methods, but there are no new principles. The character of decoration must harmonize with the character of the building form and design. Decorations and furnishings of the 15th and 16th Century would not be directly applicable to modern buildings. Much creative talent would be required to adapt precedent in decoration so that it would fit and create a harmonious ensemble in a modern building.

In sculpture and painting and in furniture design there has been much evidence of the *false* and *true*. Instead of classical precedent, and the realization of changed demands and new techniques, the false modernist sets up *novelty* as his god. He will tell you he is sick of prettiness. He is so weary of smug, pretty landscapes, neat

farm houses and cattle that he takes refuge in sheer ugliness and muddy or strident color. Sculptors like Mennier, Mestrovic and others become contortionists in the light of true modernism. Jacob Epstein is one of our present-day high priests of Modernism—whether false or true remains to be seen. Incidentally, Epstein is making a fat living out of the society dames who consider it smart to have him model their portraits in the most hideous caricatures. One must admit that after a morning spent in the National Portrait Gallery, a group of Epstein bronzes is a stimulating relief.

Reviewing briefly, the "Why of Modernism", we find that our modern architecture is the result of new needs, new conditions, invention and discovery. It calls for greater talent and more knowledge than the architecture of the past. In the field of decorative arts, the extremes of so-called originality are derived either honestly or dishonestly from art forms that were the real expression of primitive peoples, centuries ago. Art and architecture will continue as the expression of the ideals and lives of a people whatever the conditions may be. Art as an expression is therefore dynamic. As ideals and living conditions change, so will architecture, sculpture, painting and all the arts continue to change.

IF IT BE ALL FOR NOUGHT

If it be all for nought, for nothingness
At last, why does God make the world so fair?
Why spill this golden splendour out across
The western hills, and light the silver lamps
of Eve?
Why give me eyes to see, and soul
To love so poignantly that, like a pain,
This beauty stabs me through, and wakes within
Rebellious voices crying against death?
Why set this hunger for eternity
To gnaw my heart-strings through, if death
ends all?
If death be death, then evil must be good,
Wrong must be right and beauty ugliness.
God is a Judas who betrays His friend,
And with a kiss damns all the world to hell,
If Christ came not again; for was not Christ
God's kiss upon man's lips? A traitor's kiss,
Luring him on to vanity, vain hope,
Vain faith, and vanity of vanities,
Vain Love, if death be death indeed, and life
Rots in the grave? Truth is not Love but Hate,

Malicious cruelty, foul fiendish spite
Without the empty tomb. Curse God and die.
But I go laughing in my heart, I know
There is no death, 'tis but a phantom fear
That haunts the soul apart from God. Christ
rose,
The stone was rolled away, and echoing
His voice startled Death's sentry guards.
"Behold
I live for ever and have cast the keys
Of Hell into the bottomless abyss."
Lift up your heads, ye golden gates, for all
To enter in who will to walk the way.
Christ lives, and round the living Christ new
worlds
Burn to their birth in light, new triumph songs
Make music mid the silent stars and swell
Like ocean's thunder on a sounding shore.
Life! Life! More Life! Christ lives for ever-
more

—From "The Wicket Gate"

By Rev. G. A. Studdert Kennedy.

A CATECHISM ON THE REPORT OF THE STATE SURVEY COMMISSION.

THE COMMISSION.

1. What is the State Survey Commission?

It is a commission of seven men appointed by Governor Henry S. Caulfield in accordance with a law passed by the Fifty-fifth General Assembly. The law was signed by the Governor and became effective on May 3, 1929.

2. What Was the Purpose of the Law?

To create a commission which would make an unbiased and comprehensive study of the State's needs as regards her penal, eleemosynary and educational institutions, her public school system, and also of the means for meeting such needs as the Commission might find.

3. Did the Law Provide the Commission With Money for Carrying on the Necessary Investigations?

Yes. \$60,000 was appropriated by the law. The Commissioners, however, served without pay.

4. How Long Did the Commission Work at this Problem?

From May 21st to November 30th. The later date was set by the law as the date on or before which the Commission should finish its work. The reports were not however completely published until April 1, 1930.

5. Who Constituted the Commission?

The Chairman was Mr. Theodore Gary, designated Chairman by the Governor. The Secretary, Representative Claude B. Ricketts, a member of the Commission. The other five members were Representative Langdon R. Jones, Mr. Fred Naeter, Mr. Allen McReynolds, Senator Manvel H. Davis and Senator Wm. R. Painter.

6. Was This a Partisan Committee?

No. It was as evenly divided between the two parties as possible.

7. What Are the Occupational Interests of the Members of the Commission?

All can be classified as business men. Two are men directly identified with big business, one with property in St. Louis, one with holdings all over the State, two are editors and owners of strong newspapers and three are business lawyers accustomed to handling legal phases of big business. Three have never been office holders, four have had experience as state legislators. As a whole and individually, the Commission can be accurately described as composed of conservative business men.

8. Have Surveys of the State's Conditions And Needs Been Made Before?

Not by an authorized official body. Special organizations have made partial and incomplete surveys but without the scope, the weight of authority, or the ex-

pert assistance desired to give full reliability to their findings.

9. Why Did Governor Caulfield Want This Survey Made?

So that he could find out from reliable and unbiased sources what conditions are and at the same time get advice and information as to how the needs of the State can best be met.

10. Whom Did the Commission Employ to Assist Them in This Survey?

They employed the best experts in the nation in the fields of education, eleemosynary and penal institutions, and taxation to gather the desired information and to counsel with them on methods of remedying the defects of state government.

WHAT THE COMMISSION FOUND

11. What Did They Find As to the Need for New Buildings?

They found that our penal institutions were all overcrowded and that other institutions need new buildings.

12. How Badly Overcrowded is the Penitentiary?

4,000 men are occupying quarters built for a maximum of 2,500 men. Out of every eight men, therefore, three are excess population.

13. Why is Overcrowding Bad for the State?

It promotes insubordination, makes control expensive and makes employment of all the men impossible. It is estimated that this condition costs the State nearly a half million dollars a year.

14. What Do Authorities Say is the Maximum Number of Men That Can be Handled Well in One Penal Institution?

1500 men. On this basis our penitentiary is nearly three times greater in population than it should be even if proper facilities existed there.

15. What Are the Sanitary Conditions at the Penitentiary?

Very poor. One hall houses 930 men, is 58% overcrowded, has six men to the cell, was built sixty-two years ago, has no plumbing. The bucket system is used. It is absolutely impossible for the inmates to keep clean and healthy. Conditions are terrible.

16. What Are the Conditions in the Shops of the Penitentiary?

There is little light and ventilation. All the shops seem to be veritable firetraps.

17. What Sort of Hospital and Medical Service is Provided?

The hospital for tubercular inmates is in a terrible condition. It is 300 feet long by 40 feet wide. It has one very small bathroom. Windows are on one side only.

Room is heated by stoves, the pipes going out through the windows. The building is dilapidated and is a firetrap, absolutely unfit for use. The general hospital is poorly equipped. One part time physician takes care of the entire institution. Two full time doctors are needed.

18. What Were the General Unfavorable Findings With Regard to the Penitentiary?

A dual system of control; political influence; crowded conditions; lack of employment; unsanitary conditions; lack of recreation, lack of modern library, lack of religious activities and lack of an adequate educational program.

19. Was the Industrial Home for Girls Located at Chillicothe Found to be Overcrowded?

Yes. Of every eight girls, three are excess population.

20. How Are the Buildings Described?

As firetraps in every sense of the word

21. How Are the Lives of These Young Girls Protected Against This Fire Hazard?

They are not protected. At night these girls are locked in their rooms at 8:30. The doors are barred. The windows are barred. No one is on duty during the night. The horror of a night fire can be easily imagined.

22. What About Hospital Facilities for These Girls?

None is provided.

23. Is There Danger of Infectious Disease Here?

Yes. The venereal disease rate is very high and girls with active cases are permitted to mingle with the other girls.

24. What About the Similar Home for Negro Girls at Tipton?

Overcrowding is bad. Some rooms built for only one now house three girls.

25. How Does the Survey Describe the State Reformatory for Boys at Boonville?

The description given suggests that "Reformatory" is a misnomer, "de-formatory" would be a more fitting name for it.

26. What Are the General Conditions as Described by the Report?

Overcrowded; poor equipment and housing; inadequate medical and dental attention; various classes of criminals and delinquents all receiving the same treatment; improper feeding, poor diet, extremely dangerous fire hazard; inadequate parole system; inadequate educational and recreational programs.

27. How Badly is it Overcrowded?

80% too many for the space they have. This means that space provided for only five has four extra persons in it.

28. What of the Buildings?

They are in very bad shape. Almost beyond repair. They are firetraps. Surveyors say institution should be abandoned.

29. What Are the Dining Hall Conditions?

Very bad. Large bowls are placed on the table and children help themselves in a very disgusting manner. The tables are bare—not even oil cloth. The food is poorly cooked and unwholesome. Young and old receive same sort of food.

30. What is Said of Discipline?

Children forced to retire at 7:30 in overcrowded and stuffy dormitories and to poor beds. The vicious habits, degenerating influences and damning results of such a practice can better be imagined than described.

31. How Did These Young People Impress the Surveyors?

Very unfavorably. They are sluggish and have an air of oppression and hopelessness. The morale is very low, undoubtedly the result of overcrowding, poor food, unsanitary conditions, the fear of physical punishment and the lack of recreation. There is no hope for rehabilitation.

32. How Are the Educational Facilities of This Institution Described?

As very inadequate.

33. Are State Institutions for the Care of the Insane Overcrowded?

Yes. They contain 2,363 more patients than there is room for. Attendants are compelled to have their quarters in the wards with the patients. Garrets, basements and cellars are being used for sleeping quarters, dining rooms and kitchens. Inmates are sleeping in garrets abominably hot in summer, frigidly cold in winter and where one cannot stand erect.

34. Are Adequate Baths and Toilet Facilities Provided?

No. One ward housing forty-seven patients has one toilet, no lavatory, no bath, either tub or shower. In one institution a division housing 139 insane women has only one bath tub, two showers and four toilet seats. In another, one bath tub and two lavatories serve sixty-seven women. The plumbing in all the hospitals is exceptionally bad.

35. Are Cures Being Effectuated and Releases Made at These Institutions?

Very few compared with what is possible with modern equipment and medical attention and as compared with the experience of similar institutions of other states.

36. What Relation Has This to Overcrowding?

It causes a piling up to more than capacity. While we might be releasing eight or ten times as many as we are, death is practically the only relief offered.

37. Are These Institutions Firetraps Also?

Yes. An almost indefinite list of fire hazards such as open wood stairways, combustible buildings, lack of fire walls and absence of automatic sprinklers which continually menace the lives of the helpless prisoners could be enumerated.

38. Is the Population of These Institutions Increasing?

Yes. Very rapidly. In ten years at the present rate of increase, the overcrowding will reach nearly 6,000, enough to fill four or five more institutions.

39. What is the Condition of the Institution for the Feeble Minded at Marshall?

The housing is inadequate. Twenty-nine women are being housed in a basement. There is no hospital for the acutely sick. The tubercular patients are mixed throughout the institution. The institution is overcrowded and over a thousand persons are housed in county almshouses throughout the state who should be provided for at the state institution.

40. What Does the Report Say About the Sanatorium for Tubercular Patients at Mt. Vernon?

It too is overcrowded. Nurses are housed in space that should be given to patients. Other employees are living in basements. 125 patients are waiting for admission to the institution.

TAXATION IN MISSOURI

41. Did the Commission Go into the Question of Taxation in Missouri?

Yes. Quite thoroughly, considering the time at its disposal.

42. Did It Have Expert Assistance in This?

Yes. The best experts in the United States were employed.

43. What Did They Find Conspicuously Wrong With Our Tax System?

Conspicuous and outstanding are the injustices in tax-burdens as between tangible and intangible wealth or property.

44. What is Tangible Wealth?

Tangible wealth is wealth or property that the assessor can see, such as lands, (farms, city lots) houses, barns, homes, business buildings, merchandise, livestock, automobiles, capital stock of banks, etc.

45. What is Intangible Wealth or Property?

Intangible wealth or property is such property as is not easily discernable by an assessor, such as money, notes, mortgages, stocks in industrial and commercial organizations.

46. Which Class of Wealth is Bearing the Heavier Burden of Taxation?

Tangible property.

47. How Great is the Difference?

Tangible property represents only about one-fifth of all the wealth of Missouri but it bears more than ninety-six percent of all the tax burden, state and local. Intangible wealth represents eighty percent of all the wealth but bears only three or four percent of the load. Thus two-tenths of the strength is forced to bear more than nine-tenths of the load and twenty twenty-fifths of the strength carries only one twenty-fifth of the load.

48. What Does the Commission Propose to Do to Eliminate This Unfairness?

Manifestly the only thing that can be done, namely, to take a part of the tax off of property and put it on intangible wealth.

49. Is It Not the Law Now That All Property Shall be Assessed at the Same Rate in Proportion to Its Value?

Yes. But it is one of those laws which human nature does not allow to operate. People will fail, refuse, and forget to tell assessors about their intangible property.

50. How Does the Commission Propose to Make Intangibles Pay Tax?

By increasing income taxes on those who have large incomes. These intangibles produce incomes and though the property itself may be hidden its income is not. This is evidenced by the fact that Missouri citizens pay to the federal government each year in income tax alone about two and one-half times as much as they pay to the support of the state government.

51. How Would the Proposed Law Affect the Income Tax of a Married Man With Two Dependent Children?

Such a person with an annual income of \$3000 now pays a tax of \$6.00; under the proposed law he would pay \$9.00.

A \$4000 income now pays \$16—it would pay \$40.00.

A \$5000 income now pays \$26—it would pay \$65.00.

A \$10,000 income now pays \$76—it would pay \$226.00.

A \$20,000 income now pays \$176—it would pay \$780.00.

A \$100,000 income now pays \$976—it would pay \$5,248.00.

52. How Do These Taxes Compare With Taxes Now Paid by Farmers on Their Property?

When the property tax on farms is reduced to an income basis, we find that farmers do, on the average, pay 20% of their net income in taxes.

53. Would the Proposed Plan Reduce the Taxes on Farms?

Yes. It would reduce materially the school tax and would also reduce the county tax.

54. Why Would it Reduce These Taxes?

The State would pay from its increased revenue a larger part of the school costs, permitting in many cases radical reduction of school tax. The State would pay the entire bill of county wards in state institutions, thus relieving the county of a heavy burden.

55. Would It Not Have Been Better to Require a District to Vote the Constitutional Limit of Taxation Before the State Assisted It in Attaining the Minimum Level?

No, for in that case the district could not go above the State's minimum; the State's minimum program would become

for the district the maximum program. By requiring only a twenty cent levy, some reserve strength is left to the local district.

56. What is the \$900 Per Teaching Unit to be Used For?

For paying all the running expenses of the school. That is, a one teacher school would be guaranteed \$900 with which to buy fuel, pay the janitor, buy books and supplies and pay the teacher.

57. How Was This Level Arrived At?

The present average for the State was found to be this amount.

58. Will This Tax Arrangement Help the People of the Cities?

Yes. Especially the home owner who is now paying a heavy property tax.

59. Is This a Movement Against the City and in Favor of Rural Communities?

No, except as it may happen that people with large income live in cities.

60. What Effect Do High Taxes on Property Have on the Sale Value of That Property?

When taxes on property are equal to the net income from that property it is evident that it has no investment value; Investment and loan values on property decrease as taxes increase in comparison with net income.

PROPOSED CHANGES IN PUBLIC SCHOOL ORGANIZATION.

61. What is the Proposed Plan of Organization of the State Department of Education?

1. Governor appoints State Board of Education of seven members.
2. State Board selects Commissioner of Education.

62. What is the Plan of County Organization?

1. County Board of Education to be elected at large, no more than three members of which shall come from any urban area in the county.
2. Local board elected by people, as now.
3. County Board of Education shall select county superintendent of schools.

63. What Shall be the Powers of the County Board?

1. County Board shall have power under the rules of the State Board of Education to redistrict the county for school purposes, having in mind the enlargement of school districts.

64. Will the Formation of Larger Districts be Compulsory?

1. No, each proposed district shall have the right to vote upon the question of formation of such district and all formations shall require an affirmative vote of the majority.

65. Will the District Receive State Support Under New Plan If They Do Not Become a Larger District as Proposed by County Board?

1. Yes, up to \$900 per elementary teaching unit, and \$1200 for high school

teaching unit, but to receive support above these levels, a district must have accepted the redistricting proposed by the county board of education.

MISSOURI'S ABILITY TO SUPPORT SCHOOLS.

66. What is Missouri's Wealth?

1. Missouri's wealth per child ages 6-12 is 4% greater than that of the average state of the United States with \$18,480.80 as against \$17,618.56 for the average state.

67. How Does Missouri Rank in Ability as Measured by Income?

1. It is certainly an average state, with a strong probability that it is higher.

68. Has Missouri a Heavy State and Local Tax Burden?

1. In 1926 Missouri's tax burden was 21% lighter than for the United States; \$36.15 as against \$45.96.

69. What is Missouri's Effort as Compared to Other States in the Support of Its Schools?

1. In 1925-26 Missouri spent \$66.66 per pupil attending public schools.
2. In 1925-26 the United States average was \$80.49 per pupil attending the public schools.
3. In 1925-26 eleven neighbor states of Missouri spent an average of \$86.03 per pupil attending the public schools.

70. What Portion of the Financial Burden Does the State Bear?

1. In 1922 there was spent for teachers salaries and incidental expenses by the people of Missouri \$39,950,000. The State contributed \$4,357,000.
2. In 1928 there was spent for teachers salaries and incidental expenses by the people of Missouri approximately \$42,000,000 and the State's contribution was \$4,067,188.65.

71. Has the State's Amount of School Support Decreased or Increased?

1. The Commission found that while the local school districts of Missouri increased their full expenditure for the years 1922 to 1928, the state support decreased.
2. The Commission also found that the amount disbursed in state aid based on regular apportionment under Section 11179, R. S. Missouri, 1919, in 1922 aggregated \$4,357,000 while in 1928 such state aid disbursed was approximately \$2,441,000, or a decrease of approximately \$1,916,000.

72. How Does Missouri Compare With Her Neighbor States as to Expenditure for Elementary and High School on Percentage of Income Expended?

1. Average for United States 2.41%.
2. Average for eleven comparable states 2.6%.
3. Missouri's average 2.22%.

73. What is Missouri's Deficiency in Expenditures for Elementary and High Schools in Years 1926, 1927, 1928, 1929, as Compared With the Average of the United States and the Eleven Comparable States?

1. In 1926 Missouri was below the average of the United States \$4,370,000.

In 1927 below the United States average \$4,472,000.

In 1928 below United States average \$4,634,000.

In 1929 below United States average \$4,731,000.

2. Below average of eleven comparable states.

In 1926 below average \$10,592,000.

In 1927 below average \$10,818,000.

In 1928 below average \$11,208,000.

In 1929 below average \$11,447,000.

74. What Are the Inequalities in the Length of School Term?

1. 53 districts have less than four months.

2. 222 districts have less than six months.

3. 873 districts have less than eight months.

4. 6,430 districts have exactly eight months.

5. 263 districts have more than eight months.

75. Is There Equality in Average Daily Attendance in These Schools?

1. For 4656 districts fewer than twenty pupils.

2. For 2044 districts from twenty to thirty pupils.

3. For 876 districts from thirty to fifty pupils.

4. For 195 districts from fifty to eighty pupils.

5. For 70 districts from eighty pupils.

76. Is Adequate Educational Opportunity Present in the Typical One-Room Rural School?

1. According to the report adequate educational opportunities in the typical one-room rural school is almost non-existing. As a rule the teacher is poorly trained, material of instructions and educational supplies are lacking, the program of studies is narrow, buildings, grounds and equipment are dilapidated, unhygienic and often dangerous.

77. Is There Equality of Taxable Property in Rural Districts?

1. Under present practices in Missouri the rural districts pay for their schools largely by a tax on property within the district. If one district has twice the valuation of another, that district has to vote one-half the levy required in the other.

2. 14 districts have valuations of less than \$10,000.

(A taxing ability of less than \$65.00 a year)

69 districts with from \$10,000 to \$20,000.

(A taxing ability of less than \$130.00 a year)

17 districts with from \$20,000 to \$30,000.

(A taxing ability of less than \$195.00 a year)

382 districts with from \$30,000 to \$40,000.

(A taxing ability of less than \$260.00 a year)

470 districts with from \$40,000 to \$50,000.

(A taxing ability of less than \$325.00 a year)

The remaining districts have valuations in excess of \$50,000.

78. What is the Highest and Lowest Rural School Levy in Typical Counties?

County	Highest	Lowest
Holt	\$.65	\$.10
Newton	1.55	.30
St. Francois	1.30	.30
Atchison	.55	.05
Johnson	.65	.05
Callaway	.90	.02
Caldwell	.65	.10
Cass	.70	.10
St. Louis	1.55	.10
Shelby	.75	.10
Douglass	1.50	.20
Pettis	.80	.10
Vernon	1.00	.05
Lincoln	.80	.05
Adair	1.00	.05
Macon	1.15	.10
St. Clair	1.00	.15
Jackson	1.25	.04
Knox	.65	.05
Pike	.65	.05
Saline	.80	.10

79. What is the General Situation of the Rural Districts of Missouri? Summarized.

1. Too many districts.

2. Length of term uncertain.

3. Too great a variation in taxing ability among districts.

4. A low average daily attendance.

80. What Does the Commission Recommend for the Rural Schools?

1. Gradual abandonment of the small district and its school.

81. What Should Follow Abandonment of a Small District?

1. Re-districting.

2. Transportation.

3. Both to have legislative sanction to become operative.

New Plan of State Support to Elementary and High School Districts.

82. What Is the Proposed Plan of Financial Support to Elementary and High School Districts?

1. Begin to equalize by guaranteeing to every school district of the state sufficient money to provide \$900 for each elementary teacher unit and \$1200 for each high school teacher unit.

2. This support comes after each district has voted an annual tax of twenty

cents on \$100 valuation for school purposes.

83. What Constitutes an Elementary Teacher Unit?

1. For beginning program each one-teacher school district, regardless of daily attendance shall be considered an elementary teacher unit.

84. What Constitutes a High School Teacher Unit?

1. High schools having an average daily attendance of less than 142 pupils in grades nine to twelve shall count one high school teacher unit for the first fifteen students with an average attendance of twelve and one high school unit for each twenty-three pupils in excess thereof.

85. What Are the Requirements Beyond the \$900 and \$1200 Teacher Units Guarantees?

1. The plan provides for the eventual requirements in all sections of the state of a program of education costing \$1500 per elementary teacher unit and \$2000 per high school teacher unit, for all current expenses with allowances for transportation, etc.

86. Does the Plan Provide for Equitable Distribution of Taxes?

1. Yes it provides for the equitable distribution of the burden of this program on the people in all localities according to

their tax paying ability and the supplementing of the local tax with whatever amount is necessary in addition to present state and county aids, to make a minimum program available.

87. How Long Will It Take to Reach the \$1500 and \$2000 Level?

1. Ten years. It is stepped up at the rate of \$150 every two years for elementary teacher unit and \$200 for high school teacher unit.

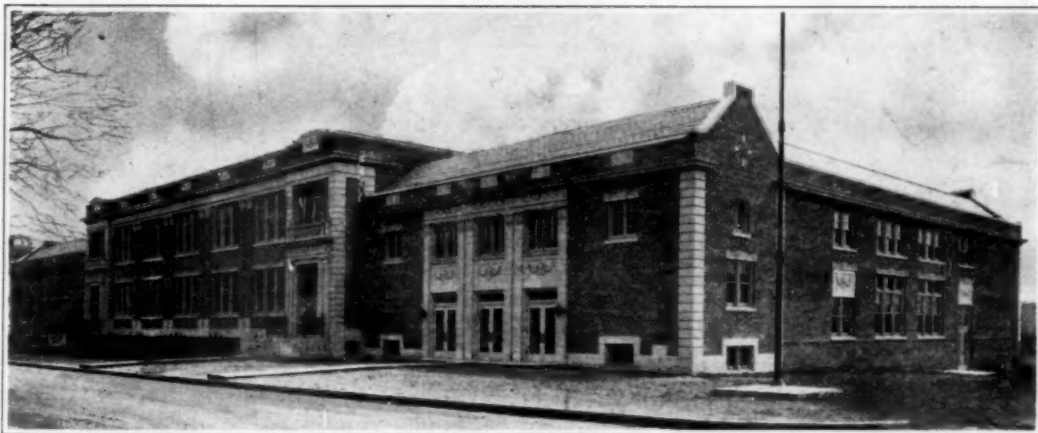
88. What Compensation is Made for the Abandonment of Rural Buildings?

1. The plan provides \$1000 toward the construction of new rural school building for each one-teacher school abandoned.

89. How Is the State to Get the Money for the \$900 Elementary Teacher Unit Guarantee and the High School \$1200 Guarantee?

1. By graduated income tax and increase in corporation franchise tax.

It is not to be inferred that no good things were found in the administration of our state institutions or that the bad conditions are chargeable to any particular administration or party. Many things commendable were found by the Commission and the bad conditions are not attributable to any political party or any particular administration. They are problems for all officers and citizens.



EXCELSIOR SPRINGS MOVES INTO NEW H-S BUILDING

THE EXCELSIOR SPRINGS Senior High School moved into a new \$200,000 building Monday, March 17. Bonds for construction of the building were authorized at a special election on October 23, 1928. The building contains fourteen classrooms, cafeteria room, li-

brary, two offices, a spacious gymnasium, and an auditorium with a capacity of 1200.

The building is located on a five acre tract of land purchased by the Board of Education in 1925 and located four blocks south and east from the Elms Hotel. The

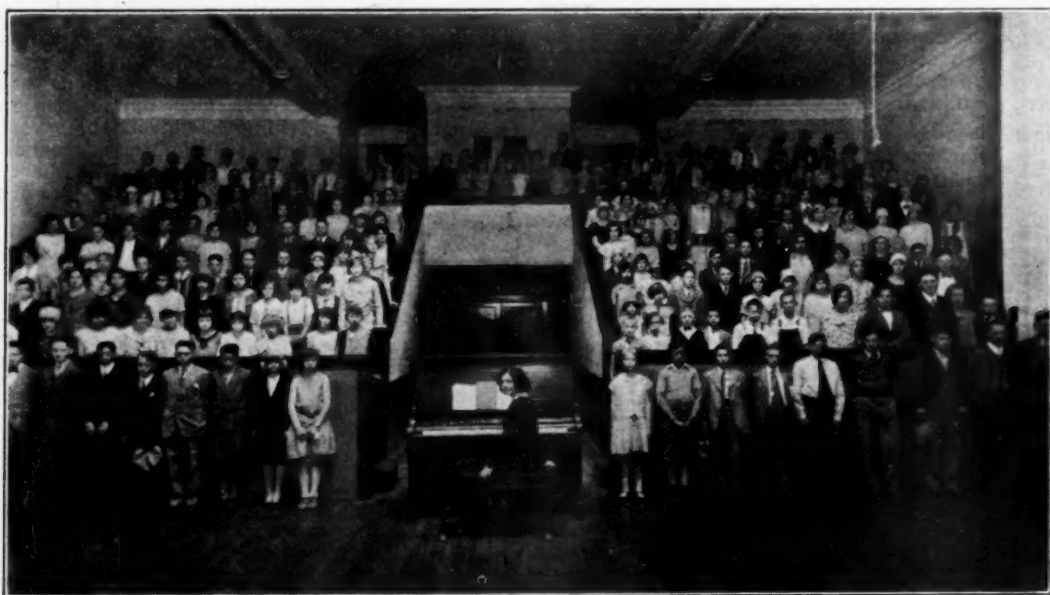
building is of English Adams design, modern in every sense and is equipped with the very best equipment throughout. Special features of the building are the auditorium and gymnasium, each occupying opposite wings of the building and represent the latest improvements in their respective lines.

In addition to the new Senior High School building Excelsior Springs completed on the first of September a modern two room building for the colored children and introduced two years of standard high school work. This is the first

high school work ever offered in Excelsior Springs to colored children.

The firm of Owen-Sayler & Payson of Kansas City designed and supervised construction of the buildings and the Underhill Construction Company of Wichita, Kansas were the general contractors.

The Board of Education of the city of Excelsior Springs consists of A. F. Waggoner, President; W. C. Sisk, Vice-President; Walter L. Bales, Treasurer; Dr. C. S. McKinney, Purchasing Agent; L. E. Bates; H. T. Hope; J. Q. Craven, Clerk; and W. S. Smith, Superintendent of Schools.



CLINTON COUNTY'S ELEMENTARY SCHOOL CHORUS

MRS. FRANCES WEIR was among the first of Missouri county superintendents to feature a county chorus. About January 1, 1930 all rural and town elementary teachers in Clinton County were asked to teach their pupils eight or nine songs, including America The Beautiful; Come, Thou Almighty King; Stars of a Summer Night; Santa Lucia; Merrily, Merrily, Merrily; Old Folks At Home; and The Star Spangled Banner (all chosen from lists suggested in the State Courses of Study of Elementary Schools). About two-thirds of the

schools of the county responded. E. F. Allison, superintendent of Plattsburg schools, consented to direct the chorus. Several weeks later groups of children from the fourth, fifth, sixth, seventh and eighth grades were brought together for four group practices. On Rural School Day in Plattsburg April 12th, approximately three hundred children delighted their audience of several hundred people with their melodies. On April 19th they broadcast their program from station KGBX at St. Joseph, Missouri.

A 6000 MILE TOUR, OPEN TO ALL.

A SIX THOUSAND MILE motor tour of 11 western states and Old Mexico, to be conducted during August, 1930, has been announced by the geography department of the University of Missouri. This field trip at a very low price and carrying four hours college credit should prove of interest to every teacher in Missouri.

The field party is open to both men and women, and there are no courses required as prerequisites. Persons enrolling for the tour need not be students of the University of Missouri. The tour will begin on August 2, the day following the close of the summer session at Columbia, and will end on August 31. In charge of the tour will be members of the geography staff of the university and chaperones.

A transcontinental bus with registered chauffeur will be chartered for the geography party. In case the enrollment warrants, additional busses will be employed. All who register early will be assured reservations for the trip. Scenic phenomena along the route should amply repay one for making the trip even if he does not desire the credit offered by the University. Dr. Sam T. Bratton, professor of geography at the University of Missouri, says that the trip will make an excellent vacation tour.

This tour will follow the regular summer session at the university. Four courses in geography will be taught at Columbia during the summer session. Geography is rapidly gaining in popularity at the University of Missouri.

The route to be followed by the field party is as follows: Columbia, Kansas City; Lincoln and North Platte, Neb.; Cheyenne and Cody, Wyo.; Yellowstone Park; Pocatello, Idaho; Salt Lake City, Utah; Elko and Reno; Nevada; Sacramento, San Francisco, Yosemite Park, Los Angeles, Catalina Island, San Diego, Calif.; Tia Juana, Mexico; San Bernardino, Barstow and Needles, Calif.; Williams, Grand Canyon and Holbrook, Ariz.; Mesa Verde National Park, Colorado Springs and Denver, Colo., and then across Kansas back to Kansas City and Columbia.

Leslie Fahrner, instructor in geography, blazed the trail last summer for the coming field trip. He visited many places in the West and laid out the best route. Practically every point of interest, geographic, scenic and historic, is known to the conductors of the trip, so that persons enroll-



ing undoubtedly will get more value from this tour than from independent travel. In addition to four national parks, there are along this route many other attractions well worth seeing.

Night stops will be made at comfortable hotels, rooms to be reserved in advance. A university registration fee of \$12.50 will be charged, and the cost of transportation on the bus will be \$100 per person. The total cost including registration, transportation and hotel room and meals will be approximately \$250.

The geography department has issued a folder giving particulars regarding the trip. These folders may be obtained by addressing Prof. Sam T. Bratton, 102 Geology Bldg., Columbia, Mo.

Four national parks, Yellowstone, Yosemite, Grand Canyon and Mesa Verde, are major attractions along the route, from the tourists' standpoint. Other interesting drawing cards are the painted desert and the petrified forest in Arizona as well as a petrified forest in California, several mountain ranges, a number of famed lakes, gorges, cataracts, the Pacific Ocean and Santa Catalina, "magic isle" in the Pacific.

Although enrollments will be received for several weeks more, Professor Bratton is

anxious to register all the party soon so that arrangements may be made for busses and hotel accommodations.

Students and faculty members from other schools are invited to join this field

party. Parents and friends also may make the trip. A better vacation tour with similar accommodations can not be had at the price.

ARCHITECT WILLIAM B. ITTNER TAKES POSSESSION OF NEW OFFICE QUARTERS

AFTER MORE than 30 years in the Board of Education Building, William B. Ittner and his associates, have moved their offices and drafting rooms to the 20th floor of the new Continental Life Insurance Building on Grand and Olive, of which Mr. Ittner is the architect.

Architect Ittner's school building career began in 1897 when he took offices in the Board of Education Building as Commissioner of St. Louis school buildings. Owing to a number of professional calls from other cities, Mr. Ittner resigned as Commissioner in 1910 to become architect for the local Board. By that time he was building schools for Richmond and Gary, Ind., Springfield, Ill. and Washington, D. C.

In 1917 Mr. Ittner resigned as architect for the St. Louis Board of Education in order that he might organize his service on a broader basis to care for the increasing

number of calls from other cities. During his 33 years in the Board of Education Building, he has served 112 cities and towns in 28 states as architect or consulting architect and has designed approximately 482 new schools, aside from additions and alterations. He and his associates are employed by the following cities at the present time:

Gary, Ind.
Burlington, Ia.
Portsmouth, O.
Dayton, O.
Johnson City, Tenn.
Springfield, Mo.
St. Joseph, Mo.

Jefferson City, and the following suburban cities—Clayton, University City, Maplewood, Webster Groves, Normandy, Overland and Kirkwood.

A Duplicator at Little Cost

B. P. LEWIS

OUR SOUTH CENTRAL Missouri High School Supervisor, Mr. E. M. Lemasters, requests that we suggest to the teachers of Missouri how to make an inexpensive "home-made" machine for increasing instructional efficiency. It is surprising the number of classroom uses to which a handy duplicator may be put for it will reproduce inexpensively forty to eighty copies of objective tests, outlines, special lessons, word lists, simple administrative blanks, letters to parents, programs, and even posters in one to three colors. The cost of such a duplicator is easily within the reach of any teacher, even in a one-room school.

The initial cost of a patented metal machine has heretofore been the limiting factor in most cases. The "Speedograph" manufactured by the Beck Duplicator Company and the "Efficiency" distributed by many school supply houses cost from twenty-five to eight-five dollars each. These are very satisfactory for reproducing forty to eighty copies, the number generally needed for one or two classes, but the cost of these metal machines has prevented most schools from securing this valuable service.

We have found a substitute for this metal frame may be made of wood at little cost by any teacher as follows. For the top secure a broad board about sixteen inches by twenty-two inches. Nail to this, crosswise like sled runners, two six inch boards twenty-four inches long. One of these runners should be nailed at one end of the top, the other twelve inches from the first making it cross near the middle of the top, thus leaving an extension of the top for a paper shelf. In the middle of the first runner and about three inches from either end bore two holes large enough to insert two discarded wooden rollers from ordinary old window shades. The end of the curtain roller not having the spring should be used. Similarly placed holes about the size of spike nails in the other runner will serve for inserting the metal end of the curtain roller. A finishing nail may be driven thru the curtain roller just behind the first runner to prevent its slipping out. The curtain roller should project beyond the runner at one end about three inches for turning by hand. We have found that a cog-wheel from an old car slipped over one or both of these projecting curtain rollers on the three-

inch extensions and nailed thereto thru the oil holes makes a splendid arrangement for an effective wooden ratchet to hold the roller in place thus keeping the gelatin roll in proper tension while putting on and removing the sheets. Other plans for ratchets may be devised. We have used nails. The gelatin ribbon is now tacked to each roller and the machine is ready for use. This wooden frame works just as satisfactorily as any of the metal machines that feed by hand, though the materials for its construction will probably cost less than one dollar.

The gelatin ribbon fifteen feet long by nine inches wide will cost about seven dollars for

either metal or wooden machine. A supply of carbon paper, duplicating pencils, or ink, such as you will need for operation will make a total cost of less than nine dollars for the wooden machine. The gelatin roll will last for one or two years if not exposed to the sun's rays or too much heat. For the reason that the duplicating carbon sheets can be used repeatedly the cost of operation in this respect is probably not more than about one-fiftieth that of machines requiring stencils. We get white paper here $8\frac{1}{2} \times 11$ inches for duplicating purposes for 60c to \$1.70 per thousand sheets and yellow paper for \$1.00 per thousand.

Purchasing Power of Secondary Teachers Salaries.

WHAT IS THE actual buying power of secondary teachers salaries? Has the increase, if there has been an increase, been sufficient to overcome the decrease in the value of the dollar? Twenty cities¹ in the state of Missouri were selected and the salaries of the secondary teachers were studied for a period of fifteen years. These twenty cities were selected at random with only one thing in mind and that is that the state should be well represented geographically. Each section of the state is represented by one or more of the cities. The cities are representative of the average Missouri town. They are perhaps typical of the average central western town. The population of these towns ranged from over 1000 to over 39,000. The greater majority of them ranged from 7000 to 9000. The larger cities, Kansas City, St. Louis and St. Joseph were not included in the study because it was intended to give a cross section view of the state exclusive of the larger cities. Each of the cities included in this study maintained a first class high school for the entire fifteen years as classified by the State Department of Education. It will be noticed that the years 1916 and 1922 were excluded from the list. This was done because the data were not available for those years.

The salaries of the high school teachers were tabulated from 1913 to 1929 with the exception of the years mentioned above. The range of salaries will be noted in column two of the table. It will be noticed that the maximum range gradually increased from \$1500 to \$3200. It may be said that in every case the maximum salary is that of a vocational agriculture teacher which is supplemented by federal aid. The minimum salary generally represents band or orchestra directors, librarians or some extra, part-time teacher. These salaries exclude those of superintendents, principals, vice-principals or assistant principals. No administrative officer was included so each salary represents a bona fide teacher.

The median salary for each year was found and tabulated in column three. There is as much variation in the median salary as there is in the range. The highest median salary was in 1926 when \$1909.60 was reached. The lowest, \$730.50 was reached in the year 1918. Only in one case does the median salary go over \$1500 per year.

But to say that a teacher gets a definite stated salary does not mean much unless the purchasing power of that salary is taken into consideration. The index of the purchasing power of a dollar was secured for the fifteen years. The results will be seen in column four of the table. The 1913 dollar was used as a base because this was the pre-war dollar and was assumed to be more stable than the following values. The index was secured from the Babson Statistical Organization at Wellesley Hills, Massachusetts. These data were based upon the United States Department of Labor cost of living study. It will be noticed that the purchasing price of the dollar increased in 1914 and since that time there has been a decided decrease.

The value of the median salaries of the teachers of the twenty cities was determined on the basis of the index of the purchasing power of the dollar in that year and the result tabulated in the final column.

Value of Secondary Teachers Salaries
for 15 Years.

Year	Range of Salary	Median Salary	Purchasing Power of Dollar	Median Salary
1913	\$180-1500	\$ 765.30	100.0	\$ 765.30
1914	100-1500	824.50	101.9	840.16
1915	270-1500	771.10	99.4	766.47
1917	90-1800	787.50	56.7	446.51
1918	270-1800	730.50	51.4	375.47
1919	450-2000	962.00	48.4	465.60
1920	450-2500	1312.10	44.5	583.88
1921	237-2580	1425.50	68.2	972.19
1923	200-3100	1377.80	63.4	873.52
1924	765-3000	1392.70	67.0	933.10
1925	270-3000	1479.30	62.8	929.00
1926	270-3100	1909.60	57.1	1090.38
1927	270-3200	1469.10	57.9	850.60
1928	360-3229	1470.90	58.6	861.94
1929	450-3200	1409.10	58.8	828.55

(1) The twenty cities included in this study are: Boonville, Brookfield, Cape Girardeau, Carthage, Chillicothe, Columbia, Hannibal, Independence, Jefferson City, Joplin, Kirksville, Lexington, Maplewood, Maryville, Nevada, Poplar Bluff, Savannah, Sedalia, Springfield, and Webster Groves.

The maximum salary on this basis was in 1926 when the median salary was equivalent to a little over \$1000 or \$1090.38. This was the only year where the median salary of the high school teachers of the twenty cities had the purchasing power of over \$1000. The lowest was reached in 1918 when the median salary was equivalent to only \$375.47 in actual purchasing power. There seemed to be a varied and slow increase up to the year 1926 when the maximum salary was reached and since that time there has been a decided decrease.

If the salaries of the secondary teachers of these twenty cities are a fair sampling of the entire state, it is obvious that secondary teachers are not over paid. The range of the purchasing power of the median salary of from \$375.47 to \$1090.38 is evidence that high school teachers must, of necessity, deny themselves many of the luxuries they should have.

To say that a teacher is receiving \$1500 a year does not mean much, unless the purchasing power of that salary is considered. When the dollar value hovers around 40 to 60 cents in actual buying value the yearly salary must be discounted almost 50% in order to get the real value.

These twenty cities are perhaps exerting their utmost efforts to maintain the high standards of their schools by taxation. Their property evaluation and rate of taxation may be at its maximum. They may secure the highest qualified and best prepared teachers that their money can buy, but all this does not diminish the fact that their teachers are receiving in actual value very little money. It might be said from this study that the median teacher in Missouri is receiving and, has received for the past fifteen years, with the exception of the year 1926, less than \$1000 per year in actual salary.

A Former Schoolman Visits Naples

By Arno L. Roach

TRAVEL IS OF peculiar interest to one who has taught boys and girls about the very countries visited. We can but wonder if those who were led by us received that impulse that was like seed planted in good ground.

Today we visited Naples, and the lessons of the schoolroom from the grades to high school unfold in a panorama of the centuries, vitalized by the scenes that lie before our eyes. The beauty of nature all about us and the present achievement of man is greatly intensified when this story interest is interwoven. Travel is but the visualization of geography, and as we approach Naples from the sea with its beautiful sapphire waters we will not need to study longer the definition of a bay or be taught the beauty of the Mediterranean. Painters for two thousand years have busied themselves endeavoring to depict this beauty, bringing an enjoyment of it to the stay-at-home as well as to the traveler.

Naples in herself is a great sight, so rich in its natural beauty that the laxity of her people becomes the more pronounced. Yet, as we see her resources, there is little marvel that so enticing a place should attract nations to her harbor until in times past she was known as the world's crossroads. The district around the city is known as the "Market Garden of Italy". Towering Vesuvius takes its place among the living pictures in the mind, and again geography takes on a new meaning.

History was always a favorite subject with me in the schoolroom. Now, I am experiencing history in a new way. I am getting a glimpse of the centuries preserved in marble, with these gigantic "books" laid out before me. The great museums here are freighted with such an array of actualities that the past becomes a pageant marching before us. In go-

ing through a museum of such historic interest, it is surprising to see how many helpful "hitching posts" one may find for fixing facts in the memory. In her long history, Naples has seen many vicissitudes, first as a Greek settlement and later under the rule of the Romans, Arabian pirates, the Normans and Napoleon Bonaparte. Naples! The very word brings up a long line of magic names of personalities who through some historic connection have been interwoven—Virgil, Lucullus, Cicero, Joanna, Goethe, Vittoria, Colonna, Nero, Leonardo da Vinci, Lady Hamilton, Patrarach, Nelson, Michael Angelo. These merely start the list.

Art and sculpture were cradled in large part in this country and our appreciation is intensified as we study these marvelous productions at first hand. In connection with art, it is interesting to remember that Mona Lisa of the smile made famous by Leonardo, was a Neapolitan girl.

Literature is illuminated as we again review the men of letters associated with her history, and as we once more pay homage to Boccaccio, the "Father of Italian prose", who was inspired to his achievement by Marie, daughter of the King.

Science opens up a fertile field of research as we open our geology in the presence of this region and undertake to comprehend the phenomena about us.

Our Mythology lives anew as we walk along one of the principal streets on the waterfront, Via Parthenope, and recall its significance—Parthenope being one of the singing sirens said to lure sailors onto the rocks. The tomb of Parthenope is here, and here a statue to her was erected in front of the lovely town-hall square.

If, in our study of Language, instead of the Latin dictionary at our elbow we have before us the quaking volcano and contemplate the molten mass below, we can feel the meaning of the word "Vulcan." To do this throughout our Homer makes it take on a new significance. Travel assists us in our English as well, for words like "volcano", "Vulcanizing" and similar derivatives are interpreted understandingly as we contemplate Vesuvius. School work thus interpreted becomes a living reality.

Travel creates a wider understanding of people, which is a more important thing than mere textbook knowledge. As one becomes better acquainted with these people and learns their aspirations and their problems, his spirit of brotherly love broadens, and this is the very foundation of peace. We sometimes wonder why it is that immigrants to America do not always enter quickly into an understanding of our institutions and requirements. There are many things that account for this condition. The poorer immigrants are obliged to locate in our most uninviting sections, and the slum and red light districts of our large cities do not measure up to their ideals or our reputation. We have been heralded as a Christian nation, yet we find that in the country from which they come their best in art and architecture is given over to their churches, while if they are to have a house of worship in their new home it will most likely be in a basement or discarded building. The American school, however, is the great melting pot and as the children take on these new ideals and ideas I am sure we have reason to wonder at the readiness with which they become a worth

while part of our citizenry. Yet why should we wonder if we but recalled two instances in history representative of the debt Americans owe Italy? The first great adventure to the New World was made by an Italian, and today by Marconigram I was able to communicate with our own Kansas City from mid-Mediterranean in but a few minutes, and the radio now blesses nearly all of our homes because of another Italian.

Surely if our boys and girls could but appreciate in a small way the great opportunity that is theirs as all Latin America holds out such possibilities and could understand the help in foreign travel to have at least a working knowledge of modern foreign languages, they would enter more heartily into this most necessary requisite to satisfactory foreign travel and work.

This all leads me to a mingled conclusion. My first thought is if the boys and girls now entering junior high school could but be transported to these mountain tops of experience, knowledge would be theirs because of this contact. But when we recall that what we get out of foreign travel is measured by what we put into it, we can understand that the teacher holds the key. If the teacher can so vitalize these school subjects by an enlivened imagination as to give the child a keen zest in study, transforming it into a project of places and people instead of dry facts and dates, later, whether in reading, living or travel, there will always be a lively curiosity, interest and appreciation of the people over the world.

A Mother Gets First Hand Knowledge About "Flaming Youth"

"What Every Parent Should Know" is the somewhat orthodox title to a rather unorthodox article in the May number of McCall's Magazine. The author, a mother, aged 28, wants to know "about this younger generation in relation to my child." Fortunately she discovers that she looks younger than many of the strenuous-lived seniors of seventeen, and the method of satisfying her desire for knowledge of the younger generation suggests itself. She enrolls in a Los Angeles high school and for five weeks she is on 'ne "inside" of the life of the modern youth. From this background of personal contact with youth she says:

"Within two weeks I knew:

"That except for a small minority, the younger generation moves wholesomely and normally behind a jazz mask which public gossip has hung upon it.

"That those do live unconventionally, do so with absolute thoroughness, setting no limits on their conduct. It is this excess which feeds the wild-younger-generation publicity.

"That those with the loosest ideals most often come from homes without standards.

"That those who are safest and happiest have been given some experience at wage earning.

"That few drink regularly, or even frequently.

"That the number of girls who smoke is fast increasing.

"That boys and girls approve sound social restrictions, but react against insincere politeness and hypocritical "good form."

"That they indulge in no poses, and see through those of their parents and teachers.

"That while only a small percentage attend church, ninety-five per cent have a secret personal religion.

"That they are tolerant, and readier than their parents to give the weak and mistaken a second chance.

"That they are great sports, taking themselves not too seriously, and laughing at their own mistakes.

"That they are emotionally practical in a new way. Romantic love is passe among them."

Victorine Kirk, the author of this article also makes some important, but less dogmatic

statements concerning teachers. She says that many teachers seem obsessed with the idea that their class is the only one that the child attends if one is to judge by the size of the assignments; that this makes necessary on the part of the student who wants to do creditable work as most of them do, put in hours of evening study which would make a believer in an eight hour working day turn pale. She is moved to wonder why authorities would pass a rule against sleeveless dresses and fail to note the need for one which would compel students to spend at least thirty minutes of a forty minute lunch period in eating a digestible lunch. She does not wonder that students grow heavy eyed and slow witted in their afternoon classes.

Mrs. Kirk's observations confirm her in the belief that "the wholesomeness of the boy and girl who has been given constructive interests

as compared with those who have been left to their own devices would make any parent who has studied the contrast charge himself to begin in his child's early adolescence to train him so that in time he will be ready to stand financially alone, no matter how well able to care for him the father may be. The point is not that work is necessary for its own sake, but that character is necessary, and that the two are inseparable."

Mrs. Kirk's experiment which is certainly not practicable for every parent brings out information which it is practicable for any parent to obtain and which the alert ones will obtain. Certainly whatever element of truth may be contained in the charge that the present day high school student is living fast and loose can be traced more due to delinquency of parents than to influences due to the school environment of the child.

Education Of the Physical versus Education Through the Physical.

By Lucile B. Osborn, Assistant Director Hygiene and Physical Education,
State of Missouri.

OVERCOMING THE prejudice against physical education is something that those in the physical education profession this type of education lost its classical robes during the age of Pericles. There seems to have been a misunderstanding as to the purpose of physical education work and by a matter of fate, physical education has been interpreted by many as education of the physical rather than education through the physical. We are concerned not with increasing the life span by a matter of a few years—but with the art of living. How foolish it would be to increase the length of life when no joy or happiness is found in life.

Many think that the aim of placing physical education in the program is to furnish children exercise in order that they may become big and strong and masterly, and thus develop Herculean strength. We have no need of giants today, nor do we have need of men of great strength. We no longer have need for the fast long distance runner. Do you remember reading in history of the Greek boy who ran 20 miles in 2½ hours to deliver an important message? That abil-

ity today is worthless, for a most dilapidated "college" car will go 20 miles in 30 minutes.

We do believe that children should have enough exercise, however, to develop the vital organs of the body, so that they may have an efficient organism. The diseases with which people between the ages of 40 and 50 are dying today are those diseases which attack the vital organs. This seems to indicate that our chief trouble is a weakness in these organs.

It has often been stated that the child on the farm gets plenty of exercise. I think that is true. Consequently, if we thought of physical education as meaning education of the physical, there would be no place for physical education in the rural school. The minute we see physical education as education through the physical, we will see the whole work in a different angle, and it takes on a much more significant meaning.

Quite often we are confronted with the questions, "What are you aiming at? What are you striving for? What kind of people are you trying to develop?"

Listen to the following story: I was in my office talking with an out-of-town visitor. Soon there appeared at the door a girl dressed with shin guards, and heavy sweater. She carried her hockey stick over her shoulder. Anyone would have recognized her as a sports girl. As she stood at the door she looked in, and did not wait to be received, but she called out in a boisterous manner, "When can I see you?" As she left, I thought, "Certainly that isn't the type of individual we are striving for." Just a few minutes afterwards, another girl appeared at the door. I recognized her as one of the students who had majored in dancing. She walked with a flapper swing. She waited until I nodded for her to come in, but then she fairly waltzed over to my desk, and with much affectedness asked, "When may I see you?", and again I thought, "Most certainly that isn't the type of girl we are trying to develop." Then—what are we striving for?

It seems to me that we want boys and girls who are in good physical condition—we want them to be social beings, free, happy, courteous, wholesome, self-confident. Certainly, we want boys and girls who are straight-forward, honest, morally clean—boys and girls who are good citizens. These are some of the things that can be developed by education through the physical.

In order that this may be accomplished, we should have facilities for play. We should create in the child a desire for wholesome recreation. When we urge supervision of the recess period, we do not mean that the teacher should take the center of the stage, we think of a teacher as one who helps the child along. She encourages him in the right paths, she helps him over difficulties, but all the time she

stays in the background, and as the child learns to rely on his own resourcefulness, the teacher gradually fades away, leaving the child in a position to stand alone. The whole trend of education has changed today, and as one educator has said, "We want to teach the child to do best those things that he is going to do."

It is essential that a child knows what to do in his leisure time. The child is going to seek recreation in some way. A college president once said, "I care more about what the student does outside the classroom than what he does in the classroom." The same thing is true with the teacher. What the teacher does after school will determine what she does during the school hours. The biggest thing the teacher can do is to create the proper attitude toward recreation both for herself and for her charges.

I chanced to pass a third grade room one day, and in doing so, I overheard the teacher say, "Well, children, it's 10:30. I guess we're going to have to play." Certainly that teacher could not give the children the proper attitude toward play when she herself did not possess it.

It is believed that the teacher can have the kind of school that she wants. If she wants a school that is hard to manage, where the children are restless, uninterested, all she has to do is to remain in the room and do nothing about it, but if she wants a school where the children are happy, where they are optimistic, where they stand by her and cooperate with her, she can have that kind of a school by mixing with the children informally at the recess period, taking an interest in what they are doing, and not standing aside and watching them play, but getting into the game, and playing with them.

I Love to Teach

I DO NOT know that I could make entirely clear to an outsider the pleasure I have in teaching. I had rather earn my living by teaching than in any other way. In my mind, teaching is not merely a life work, a profession, an occupation, a struggle; it is a passion. I love to teach.

I love to teach as a painter loves to paint, as a musician loves to play, as a singer loves to sing, as a strong man rejoices to run a race. Teaching is an

art—an art so great and so difficult to master that a man or woman can spend a long life at it without realizing much more than his limitations and mistakes, and his distance from the ideal.

But the main aim of my happy days has been to become a good teacher, just as every architect wishes to be a good architect and every professional poet strives toward perfection.

—William Lyon Phelps.

REPORT OF THE COMMITTEE ON RESOLUTIONS

Atlantic City Convention—N. E. A.

WE, the educational officers, commissioners, administrators, superintendents, and supervisors of education of the several states and local school systems of the nation, assembled in the annual meeting of the Department of Superintendence of the National Education Association, restate and reaffirm our faith in those principles and policies which we consider fundamental in the organization, administration, supervision, and instruction of an efficient system of public education adapted to the dynamic life and developing thought of a representative democracy.

1. We believe that the needs and demands of a free and self-governing people with universal suffrage can only be met thoroughly and effectively through a system of free public education extending from the kindergarten through the university.

2. We believe that it is the duty of the educational profession to see to it that the national ideals, aspirations, and principles embodied in our physical, moral, social, spiritual, and intellectual inheritance are implanted in the minds and hearts of the youth of America from generation to generation; and we pledge our consecration to this great task.

3. We believe that every child in the nation wherever located, should have an equal educational opportunity with every other child to secure that kind of an education which is best fitted to his individual needs and capacities; adapted to his probable future educational career; and properly related to his duties and responsibilities as an efficient citizen among a self-governing people.

4. We believe that the program of instruction in the public schools must be as extensive and varied as are the interests, capacities and ambitions of the youth of America now being trained in our public schools for leadership and the abundant life in the next generation.

5. We believe that the members of the profession, whether teachers or supervisory and administrative officers, must be adequately trained for the discharge of their respective functions in an increasing complex educational program to the end that the public schools may operate with economy and efficiency.

6. We believe that a system of efficient public education for the young people of America can be effectively provided only in school buildings designed and equipped to provide adequately for their physical, mental and moral development.

7. And finally we believe that the public schools of the nation are the most potent, the most powerful, and most promising single agency making for the unification, stability, progress and protection of our American institutions.

In conformity with these established principles and policies of the Department of Superintendence, the Department adopts the following statements relating to important educational matters which have been discussed and emphasized in this convention:

Cooperative Research in the U. S. Office of Education.

We approve the plans for cooperative research now being developed in the United States Office of Education. We believe that the policy of uniting existing professional agencies for the periodic study of educational problems under the immediate leadership of the Office of Education will result in greater educational advance than a policy of building a large technical and permanent staff at Washington.

We commend the action of Congress in making available to the Office of Education a continuing appropriation over a period of three years for a study of the present conditions and trends of secondary education throughout the country.

We believe that the subject of school accounting, especially financial account-

ing with the related administrative corollaries including the cooperative development of a superior federal system of statistical and informational service, is of fundamental significance in the solution of any educational problem. Therefore, we respectfully urge that Congress make an adequate appropriation for a period of years; first for a comprehensive study and the scientific development of basic reports to the U. S. Office of Education, and second for a thorough-going study of public school finance, state, county, and local, such studies to be carried on under the direction of the U. S. Commissioner of Education.

The Cost of Education.

We reaffirm our belief that the increased demands on the public schools for a more extensive and a more intensive educational program make the increased cost of public education inevitable; that through the vision, scientific knowledge, technical skill, and business ability produced by such an education the resources of the country are developed; that no people ever became poorer by thus preparing themselves for the effective use of their capital, time, energy, resources and money; and that it is largely because of adequate expenditures for education that our unprecedented wealth-producing power has been gained.

Education by Radio.

We recognize in the radio a new and powerful instrument of education of far reaching importance. We view with deep interest the experiments now being made to develop programs which shall enrich and supplement the work of the schools in many directions. If these programs are to be accepted by teachers and school officials they must, however, be free from all advertising, commercial and propaganda features. They must successfully meet the same impartial tests as text books, being wholly in the interest of public welfare and with the approval of responsible school authorities. Moreover they must be closely related to the regular programs of class room instruction. In order that these ends may be met radio instruction must be developed and directed by school officials working in co-operation with local and national broad-

casting companies and with state and government agencies providing such service for the schools. We accordingly recommend that the executive committee be authorized and directed to appoint a radio commission who shall be empowered to present to the radio corporations the points of view which should prevail in the development of educational programs.

Contributing Forces of Education.

We observe a disposition to leave to the schools increasing responsibility for education, both formal and informal. Careful inspection will reveal the fact that the school has lessened neither its interest nor its efficiency in administering the systematic program of instruction. As the non-school interests have multiplied and intensified they have become powerful influences in youthful character development and they should therefore be fully conscious of the larger responsibility that has come with this larger influence. The Department of Superintendence appeals to these non-school agencies such as the home, the industrial organization, the radio, and the movie-tone, to recognize their opportunities and their obligation and to join hands cooperatively with the schools in developing the type of manhood and womanhood that may prove equal to the increasing moral, social, and industrial strain thrust upon the youth of today by a suddenly developed age of power, speed, wealth and new-born liberties.

Public Education and the Nation.

We observe with genuine professional interest the increasing attention which public education is receiving from the national government. President Hoover emphasized its importance in his inaugural address, and also in his message to the Seventy-first Congress assembling in its second session. The White House Conference on Child Health and Protection has been established. A Committee on the abolition of illiteracy has been organized. Still more significant to the educational profession is the appointment of a committee representative of the important educational association and others to investigate and present recommendations as to the policies which should be pursued by the Federal Government with respect to education. This is the first time in our

educational history that an adequate attempt has been made to determine the results of national efforts to aid education. Believing as we do in determining educational policies on a factual basis and without altering our past position regarding the relationship and service of the Federal Government to public education, we await the publication of the results of the studies to be carried on by these several committees with the confident hope that from such studies sound conclusions may be reached, not only as to the nature and extent of Federal encouragement to education, but also as to the character of the administrative agency to be put in charge of such Federal encouragement.

The Massachusetts Bay Tercentenary and the Covered Wagon Centennial.

Three hundred years ago there was brought to this country the charter of Massachusetts Bay Colony. This charter made an important contribution to the establishment in the western world of the principle of free democratic government. Two hundred years later, under the

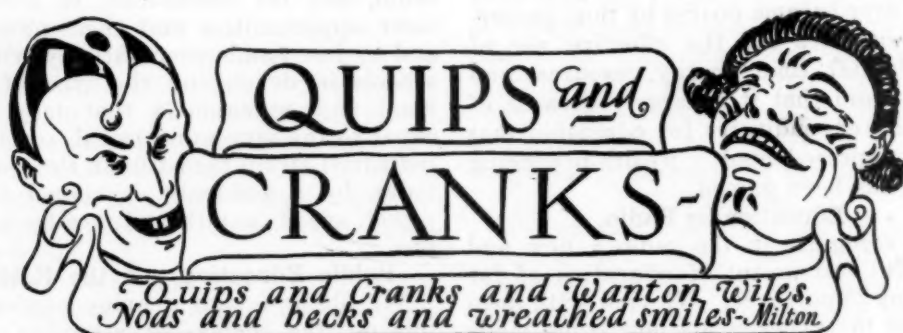
leadership of courageous pioneers, the movement of population to the West spread that principle across the continent and established the unity of a nation. We commend to superintendents and teachers the widespread observance in schools of the Tercentenary of the Massachusetts Bay Colony and of the Covered Wagon Centennial.

The Convention Theme.

We commend President Frank Cody for selecting the Convention Theme around which the program of this convention has been constructed. We commend this theme to those interested in Education as embodying a worthy guiding philosophy of public education.

Education in the Spirit of Life.

Education is life. This statement of the philosopher, which seemed so radical when first uttered, is not generally accepted. American education is engaged in the process of putting the ideal into practice. As we would have life, so must education be.



Had Dad on the Jump

Willie—"Daddy, may I ask just one more question?"

Father—"Well, yes, an easy one."

Willie—"If a toad had a tail would it interfere with his hopping or would it help him like it does a kangaroo?" —Kansas City Star.

The high school principal was exceedingly angry:

"So you confess that this unfortunate young man was carried to the pond and drenched? Now, what part did you take in this disgraceful affair?"

"The right leg, sir," answered the sophomore meekly. —New York State Education.

Seasick wife (as the offspring is raising cain)—John, will you please speak to your son?

Seasick father—Hello, son.

—Ex.

More Likely

College Graduate: "I'm looking for a position that will pay me about five thousand per."

Employment Manager: "The rest of that word is 'h-a-p-s.'" —Journal of Education.

"But surely, John," said the father, "You're not going to be beaten by a mere girl."

Small boy (second in his class, the top being occupied by a girl): "Well, you see father, girls are not nearly so mere as they used to be."

Little John: "Father," said a newspaper man's son, "I know why editors call themselves 'we.'"

Big John: "Why?"

Little John: "So the man that doesn't like the article will think there are too many for him to lick." —New York State Education.

In Sympathy.

"If there are any ignoramuses in the room, please rise," said the teacher sardonically. There was a pause, and then Johnny rose to his feet.

"Why, Johnny, do you mean to say that you are one?" she inquired in surprise.

"Well, teacher, not exactly," replied Johnny, "but I hated to see you standing alone."

—Journal of Education.

A school-teacher had found her class of boys reluctant in their writing of English compositions. At last she conceived a great idea to stimulate their interest—to write an account of a ball game. It seemed that she was successful. With one exception, the boys threw themselves at the task and evolved youthful masterpieces. The backward one chewed reluctantly at his pen and was then struck by a burst of genius. When the teacher opened his paper, it read: "Rain—no game."

—Normal Instructor and Primary Plans.

Epitaphs for Summer Tourists.
(from *The Once Over* by H. I. Phillips)

Flowers please!

For Roscoe Blout

He didn't know

His lights were out.

Here in peace

Is Dodson Bliss

He told the cop

"You'll hear from this!"

(A pair by the office boy)

Here lies Dick Dow

He'd too much 'tea'

He's safer now

And so are we.

Bird of passage,

Stephen Stout,

Passed everything,

Including "out."

NEWS ITEMS

Professor C. F. Daugherty is doing some special work for Columbia University, New York City, in connection with their home study department in New Orleans, Louisiana. The man formerly in charge of the work at New Orleans died some months ago and Professor Daugherty is closing out the academic year which his predecessor has begun.

VETERAN EDUCATOR DIES

Carl G. Rathmann formerly Assistant Superintendent and recently Advisor in Visual Education in St. Louis died in that city on May 22d having completed fifty-seven years of work in the schools.

Mr. Rathmann was born in Germany in 1853 and received his education in the Gymnasium. He taught a year in Germany and came to America in 1871 and his first engagement in public school work was in a public school in St. Charles County. Later he attended the University of Missouri and resumed school work in St. Charles County. In 1850 he was employed in the city of St. Louis as teacher of German. For ten years he was teacher of German, French and mathematics in a private school conducted by John Toensfeldt. For a while he was in charge of a private school for boys in Kansas City returning to St. Louis in 1895 as principal of the Gratiot School serving later as the principal of the Jackson, Fremont and Garfield schools. In 1903 he was appointed Assistant Superintendent and held that position until recently when he was trans-

ferred to the advisory work in connection with visual education.

PLAY DAY AT WILLIAM WOODS COLLEGE

William Woods College at Fulton, Missouri on April 11 and 12 had as its guests girls from twenty-one Missouri high schools to participate in a play program.

The activities opened in the gymnasium with group singing and folk dancing which was followed in the afternoon by games of newcomb, basket ball, liberty ball, volley ball and soccer, the games being played by color groups and not according to institutions or divisions. Those who had a preference for sports were given opportunity to occupy themselves with horse back riding, boating, swimming and golfing. Other features of the program were a water carnival, a stunt hour in the auditorium, a social hour in the gymnasium and an early morning hike with a picnic breakfast. The meeting was characterized by a fine spirit of wholesome fun and was so successful that William Woods expects to repeat the event annually.

PRESIDENT J. M. WOOD HONORED

President J. M. Wood of Stephens College, Columbia, Missouri was elected as a member of the Executive Committee of the North-central Association of Colleges and Secondary Schools at its recent meeting in Chicago. President Wood was elected to fill the unexpired term of Superintendent Merle Prunty, resigned.

One of the outstanding features of the program of this Association was the report of the Commission on Secondary Schools. This Commission has examined reports from approximately 2400 secondary schools and recommended 2347 for approval. Of this number 105 were new schools. The Commission enforced its standards with some severity with the result that 287 schools were warned for violation of standards.

Mr. M. F. Hyde has been reelected principal of the Lawrence Kansas Junior High School for the third consecutive year. Mr. Hyde was formerly superintendent at Marshfield, Missouri and a high school inspector in the Missouri State Department of Education. He will teach this summer in the teachers college at Emporia, Kansas.

BOOK REVIEWS

PUPIL CITIZENSHIP

A Working Guide for Teachers in Utilizing Every Opportunity for Training in Citizenship

President Geo. W. Diemer and Professor Blanche V. Mullen, president and instructor, respectively at Teachers College of Kansas City have recently produced a book under the title "Pupil Citizenship" which makes a very large and definite contribution to the solution of a difficult teaching problem, in a subject which is being more and more recognized as being at the very heart of the purpose of public education.

The authors show to begin with a keen realization of the problem. They know that "citizenship" is more than knowledge of the mechanics of government, to be utilized, perhaps, at some future time. To them it means wholesome attitudes, helpful habits, right knowledge of human relations to be used now and applied in present school, home and community relations. As the authors phrase it, in their introduction, the problem is not training for citizenship but in citizenship.

The teacher who takes seriously this point of view has grasped the fundamental philosophy of modern education, but she has also made her task far more difficult than that of the teacher who assumes that education in citizenship is attained through formal lessons of the old civil government type.

In fact the difficulty of training in citizenship is so great that many teachers who have the theory of the modern view are nevertheless plodding practitioners of the old method.

President Diemer and his collaborator by their clarity of expression, their sense of values, their wealth of illustrative material and their own experience with the material in applying it to school situations have gone a long way in helping teachers over the practical difficulties in the way of training in citizenship.

"Pupil Citizenship" is not a book for a lazy teacher who wants to find the easiest way to the next pay day. But for the teacher who conceives her obligation seriously as being no less than promoting and developing lives which in the present will be happy and fruitful because they are wholesomely and intelligently employed and which will carry these attributes into the future, "Pupil Citizenship," offers welcome and appreciated assistance.

The book is published by the World Book Company, Yonkers-on-Hudson, New York. Price \$2.16.

RULES AND REGULATIONS CONCERNING THE EMPLOYED PERSONNEL OF CITY SCHOOLS

By Jennings, Joe; George Peabody College for Teachers, Nashville, Tennessee; Cont. to Education No. 68, 1929.

The purpose of this book has been to develop principles which would be helpful to superintendents and boards of education in developing rules and regulations for their employed personnel. Four hundred and fourteen city superintendents and eight professors of school administration cooperated in this study. By a careful analysis of rules and

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regulations now in force in American cities the frequency with which the personnel is referred to was determined. This was as follows:

Position	No. Items
Teacher	230
Principal	198
City superintendent of schools	161
Janitor	93
Business manager	80
Supervisors	75
Medical inspector	73
School nurse	66
Superintendent of Buildings & Grounds	61
Attendance officer	57
Assistant city superintendent	46

This study is based on the following basic principle that, "rules and regulations should carefully define the duties, the authority, and the responsibility of each worker or group of workers." The most significant contribution made by this study is the list of principles for the formulation of rules and regulations, which is as follows:

- "1. A general statement should be made concerning the main functions of every position.
2. The exact relationship of each worker to every other worker should be determined and set forth in such detail as will eliminate all possible chance of friction resulting from confused relationships.
3. The organization chart, showing the scope of each position and its relationship to other positions, should be included in the rules and regulations.
4. Rules and regulations should usually be general rather than specific.
5. Written instructions or specifications should be issued whenever job directions are desirable.
6. Rules and regulations covering terms of employment should be issued.
7. Rules and regulations should cover commonly occurring situations in which uniformity of treatment is desirable.
8. All rules and regulations should have included in them definite assignment of responsibility for their enforcement.

9. The employees to be governed by the rules and regulations should participate in the formulation and revision of them."

Superintendents of schools and boards of education will find this book very suggestive to them in planning their rules and regulations which are concerned with the employed personnel.

—W. W. Carpenter.

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